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Third reader

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Philippine English Series

THIRD READER

BY

SIDNEY C. NEWSOM

FORMER DIVISION SUPERINTENDENT, PROVINCE OF PANGASINAN

AND

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GINN & COMPANY

BOSTON CHICAGO
NEW YORK LONDON

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PREFACE

This book is intended for Filipino pupils who have completed a second reader. With the supplementary work which is provided in a language book of the series, it is believed that these lessons furnish sufficient reading material for the third year's instruction in English.

The purpose of the book has controlled the selection of subject-matter and the scope of the lessons. The chief aim of a reader must always be to furnish a series of graded exercises in the language which the pupil is studying.

Aside from the obvious purpose of teaching English, however, an effort has been made to stimulate and interest the pupil in his study of history and geography. This is particularly true of the history and geography of the Philippines and of those countries which are now or have been in the past closely connected in a political way with the Islands. With this in mind lessons have been introduced bearing upon the early discoveries of the Spanish, the labors of Legaspi and Salcedo, the attack by Li-ma-hong, the voyage of the *Mayflower*, the resources of the Philippine Islands, the Republic of Mexico, and other kindred subjects.

Formal reviews and numerous exercises in language and the simpler facts of grammar have been evenly distributed throughout the book. The preparation of these

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exercises will give to the pupil practice in the writing of English, and at the same time will afford a test of his mastery of what he has read.

Many of the more difficult words which have already been used in the first and second readers have been placed in the spelling lists at the foot of the pages. These lists include also the difficult words used for the first time in this reader.

Each lesson has been written after due consideration of the actual needs of the class room and the temperament and abilities of Filipino children. It is hoped that no lesson in the book will be found unavailable for the pupil who has had two years' systematic instruction in the study of the English language.

THE AUTHORS.

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CONTENTS

	PAGE
The Nipa Palm	9
Decorating the Schoolroom	10
Natalia's Recitation	12
Salt Making	14
A Lighthouse	15
A Young Lighthouse Keeper	16
Birds and the Lighthouse	18
The Tide	19
Sir Walter Raleigh and Queen Elizabeth	21
Sir Walter Raleigh and his Pipe	23
Tobacco	25
The Beaver	26
A Kind Old Man	28
America	29
José's Trip to Manila	31
Henry W. Longfellow	34
Hiawatha — I	35
Hiawatha — II	37
Hiawatha — III	38
Hiawatha — IV	39
Language Exercise	42
Sugar Cane	43
Making Sugar	44
A Circus	46
The Zebra	47
Peanuts	49
A Letter	50
Jean François Millet	53
Robinson Crusoe — I	54
Robinson Crusoe — III	56
Robinson Crusoe — IV	58
Language Exercise	60
The Man in the Moon	61
A Chinese Pirate — I	64
A Chinese Pirate — II	65
A Chinese Pirate — III	67
The Burro	68
Ellen's Pet Burro	70
A Morning-Glory Vine — I	72
A Morning-Glory Vine — II	74
Language Exercise	76
A Careless Boy	77
Rosa Bonheur	79
The Tiger	82
A Narrow Escape	83
Juan Salcedo	86
The Heart of Mary	88
A Valentine	90
Pearl Fishing	95
Deep-Sea Divers	97
Language Exercise	99
The Bird's Story	100
A Letter	101
The Discovery of America — I	103
The Discovery of America — II	105
The First Steamboat	107
From Manila to San Francisco	109
Carmen's Birthday Present	112
Tea — I	116
Tea — II	118

Digitized by Google

	PAGE
The Malay Settlers	122
Two Brave Generals	124
Magellan and his Discoveries — I	128
Magellan and his Discoveries — II	129
Magellan and his Discoveries — III	130
The Camel	132
Abu and his Camel	134
The Arab and his Horse	137
Language Exercise	138
Railroads in the United States	139
From Dagupan to Manila	141
A Letter	144
Who am I?	145
Dot	146
Hermoso — I	147
Hermoso — II	149
Hermoso — III	151
A Fire — I	153
A Fire — II	155
The Landing of the "Mayflower"	158
Captain Miles Standish and the Indians	161
Language Exercise	164
Cacao	165
Mexico	167
A Voyage on a Royal Galleon	170
Birdie and Baby	174
William Tell — I	175
William Tell — II	178
Alexander and Bucephalus — I	179
Alexander and Bucephalus — II	181
Language Exercise	182
A Letter	183
A Letter	184
A Great Earthquake	185
A Story of the Earthquake — I	188
A Story of the Earthquake — II	189
A Tidal Wave — I	191
A Tidal Wave — II	192
Pompeii	194
Volcanoes of the Philippines	197
The Hippopotamus	200
Gregorio's Fall	202
Rafael and Claudia	205
A Letter	209
Language Exercise	212
The Ladrone Islands	213
The General's Visit	215

Seat Work

Pages 9, 27, 33, 41, 45, 51, 59, 69, 75, 80, 85, 102, 131, 143, 152, 157, 169, 193, 204.

Vocabulary 219

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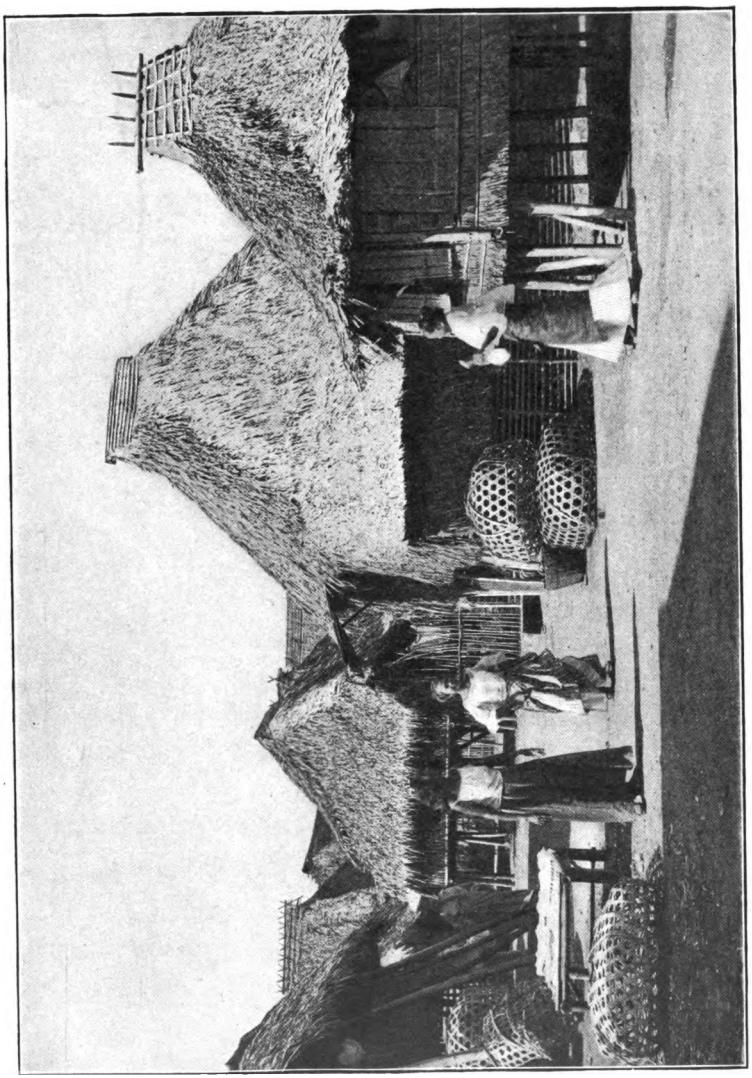

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THIRD READER

LESSON 1

THE NIPA PALM

These houses are made of nipa. The father of Januario Perez owns a large nipa swamp near Camiling, Luzón.

Januario and his father cut the nipa with long sharp bolos. Then they put it into a carabao cart and take it to Camiling. There they sell it to men from other towns. These men cut off a part of the long stem and sew the leaves together. After the nipa is dried it is ready to be used.

One hundred pieces of nipa are tied in a bundle. It takes many bundles to make a roof.

swamp	ni'pa	towns	stem
to geth'er	sew	roof	bun'dle

NOTE: The pupils should be required to tell in English some of

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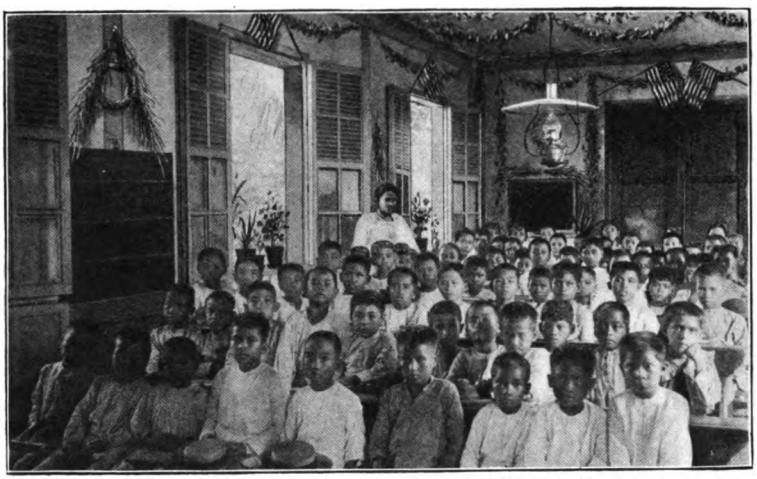
LESSON 2



DECORATING THE SCHOOLROOM

Januario goes to school in Camiling. They have entertainments twice a year in his school. The first is just before the school closes for the Christmas vacation. Last Christmas they had a large entertainment. They invited many people.

The teacher asked the boys and girls to help her make the schoolroom look pretty. "We will have flags, nipa, vines, and flowers," she said. "We must all work hard."

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"My father has a nipa swamp," said Januario. "I will take the carabao and cart and bring the nipa."

His cousin, Francisco, went with him. They cut enough nipa to fill the cart and took it to the schoolhouse. "That is fine," said the teacher. "Now we will put it on the wall."

The boys fastened the long nipa leaves on the wall. Then they hung American flags over the doors and windows.

They brought long vines from the seashore. These were hung across the ceiling.

The girls put pots of flowers on the tables and in the windows. On the teacher's desk they placed a large bouquet of red flowers.

"Now everything is ready for the entertainment," said the teacher. "How pretty it is! To-morrow we shall feel very proud of our school and schoolroom."

en ter tain'ments	bou quet'	va ca'tion
Christ'mas	twice	fas'tened
ceil'ing	fill	in vit'ed

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LESSON 3

NATALIA'S RECITATION

Natalia Viray had a recitation at the entertainment. She is only seven years old, but she speaks English well.

Natalia is a pretty little girl. She has large black eyes and her hair is curly. She is always kind and polite. The teacher, Miss Grover, is very fond of her.

Miss Grover gave Natalia an easy recitation because she is a little girl. She studied it at home with her sister, Margarita.

Every evening Miss Grover heard Natalia recite it. If she made a mistake, her teacher corrected her.

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At the entertainment Natalia spoke very well. When she had finished all the people clapped their hands.

Should you like to read the recitation that Natalia spoke? It is called "The Wind."

THE WIND

I saw you toss the kites on high,
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass. —
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!

toss	curl'y	fond
fin'ished	re cite'	skirts
rec'i ta'tion		clapped

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LESSON 4

SALT MAKING

The land about Dagupan is low and wet. Both nipa and rice grow well there. Near the sea-shore much salt is found. Sometimes the sea water comes up over the land. When the water goes down again the salt is left on the ground.

The women gather the salt and put it in large baskets. But it is not ready for use. There is much dirt in it.

They take it home. There they wash and boil it. When the salt dries again there is no dirt mixed with it. It is clean and white. Then it is ready for use.

The women take the salt to the market and sell it. People carry it home in pieces of banana leaves.

low	salt	gath'er
boil	dries	dirt

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LESSON 5

A LIGHTHOUSE

This tall, slender house stands on a rock in the sea. The rock is near the shore. All around it are larger rocks which rise up out of the sea. If a boat should run on these rocks it would be broken in pieces.

The house is called a lighthouse. It is built of strong stone. In the top of the lighthouse is a great lamp. This lamp shines bright and clear all night. Sailors far out on the ocean see its light. The light shows them where the rocks are, and they sail away from them.

slen'der rocks light light'house
lamp clear built

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LESSON 6

A YOUNG LIGHTHOUSE KEEPER

An old man and his little daughter Nellie lived in a lighthouse.

The old man was fond of his lamp. "The light and I have saved many lives," he used to say. He always kept the lamp clean and bright. Every day he filled it with oil and made it ready for the night.

Nellie had her work, too. She swept the house and cooked their food. Often she helped her father clean the lamp. She loved the light just as he did. She was happy when she saw it shining clear and strong.

Nellie's father was growing old. He could not go up and down the steep stairs of the house so easily as he did once. One day he fell and hurt his leg. He could not walk. He had to sit in his chair all day.

"What will the poor sailors do?" cried the old man. "I cannot care for the lamp now."

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"Do not be afraid, father," said Nellie. "The lamp shall burn every night. I can take care of it till you are well."

And so she did. Every night the light shone out over the waters. Sailors saw it and kept their boats off the cruel rocks.

One day there came a storm. The wind blew and the big waves dashed against the lighthouse. All night long the little girl sat in the tiny room with the lamp. She kept it burning brightly. She wiped off the glass of the windows so that all the light might reach the sea. "Burn, burn, good lamp," she said. "You must shine bright to-night. If the sailors do not see you, they are lost."

In the morning the storm had passed away. The sun came out from the clouds.

Nellie went downstairs to her father. "My child," he said, "you and the lamp have saved many lives this night. I am proud of you both."

a gainst′	dashed	swept	stairs	lives
cooked	cru′el	food	ti′ny	oil

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LESSON 7

BIRDS AND THE LIGHTHOUSE

Nellie's lighthouse with its big lamp saves the lives of men. But it kills birds, bats, and insects

that fly at night. They see the light shining through the glass windows. "How warm and bright it looks!" they think. "We must reach it."

They fly rapidly toward the light. But they strike against the windows and are killed.

"Poor birds!" Nellie says when she sees them on the ground. "My lamp does not wish to hurt you. It would save you, too, if it could."

rap'id ly	strike	could
would	in'sects	through

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LESSON 8

THE TIDE

Miguel and Juan sometimes play on a piece of land that goes out into the sea. They dig down into the sand and the water comes in.

One afternoon their older brother, Simeón, was with them. When he went home he said, "Don't stay too long, boys; the tide will come in soon." "All right," said Miguel.

The boys had dug a large lake. They made boats out of leaves and sailed them on it. Juan put his hand into the water and made waves. He said it was a big storm.

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They had forgotten what Simeón had told them. It began to grow dark. "Come, we must go," said Miguel. He jumped up. "O Juan!" he cried; "the tide has come in."

And so it had. The water was all around the piece of land where they stood. The boys were frightened. They did not know what to do. The water was too deep for them to wade. They could not swim.

Juan began to cry. "Why does n't Simeón come?" he said. "I want to go home."

"Simeón has forgotten us," said Miguel; "but when we do not come father will come to look for us."

And their father did come in a few minutes. He took the boys in his big, strong arms and carried them to the land. "The next time you must remember the tide," he said; "if you don't, you will be drowned."

drowned	lake	wade	fright'ened
re mem'ber	storm	deep	for got'ten

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LESSON 9

SIR WALTER RALEIGH AND QUEEN ELIZABETH

All of you have been taught to be polite to older people and to one another. Have you ever heard the story of the young man whose politeness brought him riches and honor?

A queen named Elizabeth once ruled England. One day she was walking with her servants to the river. In the middle of the street were

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water and mud. The queen stopped a moment. She did not wish to wet her shoes.

A young man was passing in the street. He wore a fine velvet cloak. He saw the queen stop before the mud in the street.

Quickly the young man took the cloak from his shoulders. He threw it on the ground before the queen. She smiled and walked over it with dry feet.

The next day Queen Elizabeth sent for the young man. "Your politeness yesterday pleased me," she said. "I need such men as you. I shall give you work that will bring you riches and honor. Take this ring as a sign of my pleasure."

She placed on the finger of the young man a ring shining with diamonds. He thanked the queen and went away very happy.

taught	po lite′	po lite′ness	rich′es
hon′or	mid′dle	di′a monds	mud
cloak	vel′vet	shoul′ders	sign
		pleas′ure	

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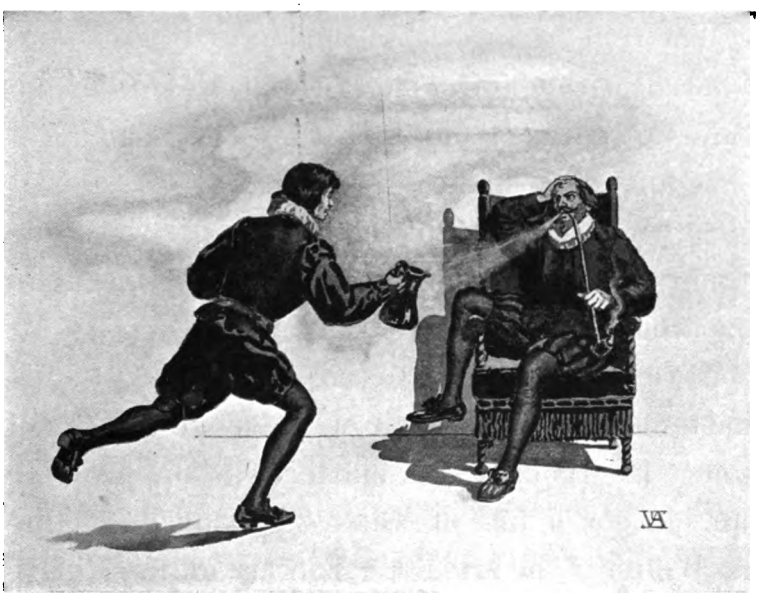
LESSON 10



SIR WALTER RALEIGH AND HIS PIPE

The name of the young man who pleased Queen Elizabeth was Walter Raleigh. She gave him important work to do. He became a great man in England and was called Sir Walter.

The queen once sent him to America. America was a new country then to the rest of the world. Few people, besides the Indians, lived there.

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The Indians raised tobacco and smoked it. They taught Sir Walter how to smoke.

When he returned to England he took some tobacco with him. The people there did not know anything about tobacco. They had never seen any one smoke.

Sir Walter brought a long pipe with him from America. One day he sat in his house smoking his pipe.

A servant came into the room. He saw his master sitting in a chair with smoke all around him. He thought his master was on fire. He ran out for a jug of water. "You are on fire, Sir Walter!" he cried. "You are on fire!" He threw the water over him and put out his pipe.

Sir Walter did not like the water, but he laughed and showed the servant his pipe and tobacco. He told him it was that which made the smoke.

world	smoke	re turned′
pipe	mas′ter	En′gland

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LESSON 11

TOBACCO

Tobacco is raised in many parts of the Philippiné Islands. But this plant grows best in the Cagayán Valley, in northern Luzón.

The tobacco plant was brought to the Philippine Islands from Mexico. The Filipinos learned how to raise it. For more than two hundred years it has been an important product of the Islands.

When the plants are grown men and women take off the leaves and dry them. Then they are ready for use.

to bac'co val'ley Mex'i co im por'tant prod'uct

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LESSON 12

THE BEAVER

This little animal is a beaver. He is very wise and industrious. Every winter he builds a nice little house to live in.

The beaver has very sharp teeth. With them he can cut off the branch of a tree. His tail is short and flat. It is useful to him when he builds his house.

The beaver lives in streams or small rivers. In summer he plays in the water or on the bank.

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But when autumn comes he begins to work. He knows that it will soon be cold. Then he must have a house to live in.

He cuts down the branches of trees with his sharp teeth. When he has enough sticks and small branches he takes them into the river. He puts them together like the roof of a house. He uses his tail to cover them with soft mud. In front he makes a little door.

The beaver's house has two stories. The upper story is above the water. In this he puts leaves, grass, and vegetables to eat during the winter. He knows that after a while snow and ice will cover everything. Then he could not find anything to eat. He lives in the lower story of his house.

The beaver is often called the little carpenter. Do you not think he is very wise?

bea'ver	wise	in dus'tri ous	branch
e nough'	flat	streams	au'tumn
up'per	low'er	car'pen ter	

Seat Work: Write the plurals of these nouns: grass, branch, dish, bush, glass, church, match, tax, wish, arch.

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LESSON 13

A KIND OLD MAN

The Fourth of July is a holiday in the United States. It was on this day that the country became free. The people have made it a day of pleasure. They do not work, but go out in the air and sunshine and enjoy their freedom.

There was once a kind old man who was always happy when the Fourth of July came. He wished to make others besides himself happy. He loved birds and animals.

On this holiday he walked about the town. If he saw a bird in a cage, he bought it. If there were squirrels, or rabbits, or guinea pigs shut up in little wooden houses, he bought them. If he saw a dog tied with a rope, he must have him too. All over town this kind old man went, buying every animal that he saw in prison.

Then he took them to his home. He opened the cages and little houses and cut the ropes which tied the dogs. "Go and be happy," he would say to the birds and squirrels and dogs.

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"I wish nothing to be in prison on this day that made us free and happy. I have given you your freedom. You shall not be prisoners any longer."

U nit'ed States	free	free'dom
pris'on ers	pris'on	noth'ing
squir'rels		guin'ea pigs

AMERICA

My country, 't is of thee,
Sweet land of liberty,
  Of thee I sing;
Land where my fathers died,
Land of the Pilgrims' pride,
From every mountain side
  Let freedom ring.

Let music swell the breeze,
And ring from all the trees,
  Sweet freedom's song;

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Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break, —
  The sound prolong.

Our fathers' God, to Thee,
Author of liberty,
  To Thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
  Great God our King!

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LESSON 14

JOSÉ'S TRIP TO MANILA

"O mother!" cried José, running into the house one day; "father says I may go on the boat with him. Please get me ready."

His mother brought his white clothes and the new straw hat which she had bought for him in Manila. José was soon ready. He did not put on any shoes. He is a little boy and goes barefoot.

He said good-bye to his mother and ran down to the bay. There was his father on the boat. It was almost time to start.

José's father is an engineer. His boat goes from Cebú to Manila. It is a steamboat, but it is not very large.

José had never gone to Manila before. He was much pleased when his father said that he would take him.

"You must be a good boy, José," said his father, "and not trouble me when I am busy. And you must not fall into the water."

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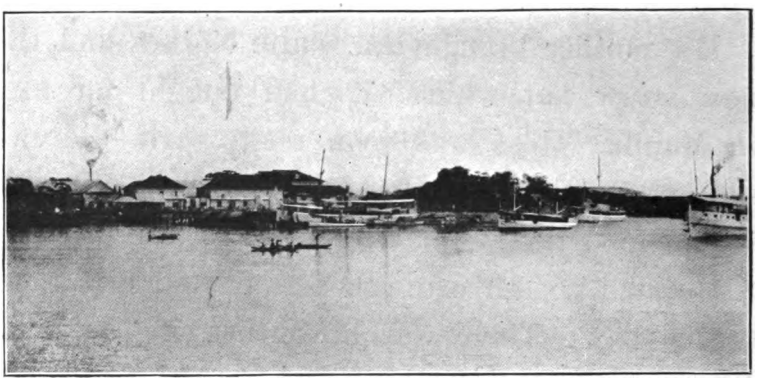
"I won't, father," said José; "I will be very careful."

Soon all the people were on the boat and the whistle blew. When they started José laughed and clapped his hands. He walked around the



deck, but he was quiet. He did not trouble his father or any of the people.

He liked to watch the waves as they came up around the little boat. The water was very blue and shone like diamonds.

Before long José began to feel hungry. He went downstairs where his father was.

"Father," he said, "I am hungry." "Come in," said his father, "and I will give you something

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to eat." He went in and his father gave him a plate of rice and two ripe mangoes.

Then José went on deck again. It began to grow dark. He watched the stars come out one by one. Sometimes he saw a light shining up in the mountains on the shore.

In a few minutes his father came up with a mat and a blanket. He put the mat in one corner of the deck and José lay down. His father covered him up with the blanket because the air was cool.

José wished to stay awake and watch the stars and the lights on the boat. But he was very sleepy. The noise of the waves seemed to be saying "Good night, good night." Before he knew it he was sound asleep.

straw	sound	stars	steam'boat
whis'tle	pleased	blan'ket	en gi neer'
sleep'y	deck	bare'foot	di'a monds
	bay	trou'ble	

Seat Work: Write the plurals of the following nouns: leaf, half, knife, calf, wharf, wolf, life, loaf, shelf, wife

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LESSON 15

HENRY W. LONGFELLOW

This large house stands in a city in America. It is a famous house. It has been the home of two great men. George Washington, of whom you have read, once lived in it. Many years afterwards a great poet bought it for his home. His name was Henry W. Longfellow.

Some of Mr. Longfellow's best poems were written about the Indians. He tells the story

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of a little Indian boy called Hiawatha; how he fished and hunted; how he became a great man; and how at last he went away on a long journey.

Perhaps you would like to hear the story of Hiawatha.

fa′mous po′em po′et

LESSON 16

HIAWATHA — I

A young Indian woman once died and left a little boy. He was the strongest, finest baby the Indians had ever seen.

His old grandmother, Nokomis, was very proud of him. She made him a little cradle from the branches of a tree. She lined it with leaves and moss. No other baby among all the Indians had so soft a cradle.

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The grandmother named the boy Hiawatha. "He will be a great prince among his people," she said. "Something tells me he will be the strongest and wisest of the Indian men. I have given him a name for a prince and ruler of his people."

Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in Summer,
Where they hid themselves in Winter,
Talked with them whene'er he met them,
Called them "Hiawatha's Chickens."
Of all beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns,
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them,
Called them "Hiawatha's Brothers."

chick'en	a'corns	rab'bit
lan'guage	tim'id	rein'deer
lodge	se'cret	swift'ly

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HIAWATHA — II

Hiawatha's father lived in another country far away. "I wish to visit my father," said Hiawatha to Nokomis.

"Oh, my grandson, do not go so far away," cried Nokomis. "There are thick forests and deep rivers and high mountains between this country and your father's."

"But I must see my father," said Hiawatha. He took his great bow with its swift arrows and started on his journey.

Many days and nights he traveled among wild animals and strange, fierce people.

At last he came to the home of his father and there he rested. His father was pleased to see his son so brave and strong. "You will be a great man among your people, my son. You will make your country a safe and happy place to live in. I can see that you are strong and brave and wise."

swift	jour'ney	trav'eled	rested
wise	for'ests	fa'ther	bow

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HIAWATHA — III

When Hiawatha returned from his father's home he stopped in a village to buy some arrows. An old man lived there who made the finest arrows in all the country.

The old arrow-maker had a very beautiful daughter. She was always happy and smiling. The people called her Minnehaha, which means Laughing Water.

Minnehaha was loving and gentle to her father. She was kind to strangers. She brought food and water for Hiawatha. When he went away she watched him from the door of her father's tent.

Hiawatha told Nokomis of his visit to his father, and of the wild animals and fierce people he had seen. "I stopped at the arrow-maker's to buy some arrows," he said. "He has a beautiful, gentle daughter called Minnehaha. I wish to have her for my wife."

"Hiawatha," said Nokomis, "do not bring a stranger here among us. Take a wife from your own people."

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"I have seen and loved Minnehaha," said Hiawatha. "I will return for her."

So he went back to the home of the arrow-maker. As he traveled he killed a great red deer. This he carried with him. He entered the tent and laid it at the feet of Minnehaha.

"I have come," he said to the old arrow-maker, "to ask you for Minnehaha. She is beautiful and gentle. I wish her for my wife."

The old man was happy, yet he was sad. "Let your heart speak, Minnehaha," he said.

Minnehaha rose smiling. "I will follow you, O Hiawatha!" she answered.

ar′row-mak′er	stran′gers	lov′ing
gen′tle	wife	an′swered

HIAWATHA — IV

Hiawatha and Minnehaha returned to his home together. Nokomis made a great feast for them and invited all the people.

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They lived very happily till winter came. But then the snow fell day after day. It covered the ground and reached to the top of the tents. The rivers turned to ice.

Hiawatha could catch no fish. He took his great bow and arrows and went into the forest. But the snow covered everything. He could find no deer or other animals.

All the people were hungry. They had only dry corn to eat. Many children died. The beautiful Minnehaha smiled no more. She was weak and sick. All day long she lay on her bed of branches, silent and sad.

One morning Hiawatha went out early with his bow and arrows. "Perhaps I can find a bird," he said to Nokomis. "Even that may save the life of Minnehaha."

All day long he hunted through the heavy woods covered with snow and ice. But not a bird could be seen. At night he returned to the tent. There he saw the beautiful Minnehaha dead on her bed of birch branches. Never again would she run to meet him when he came home.

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Seven days and nights Hiawatha sat without food and grieved for Minnehaha. Then he rose and took his boat. "Good-bye, Nokomis," he

said. "I am going on a long journey into a strange country."

So Hiawatha went away in his swift boat. His people never saw him again.

feast weak si'lent grieved

Seat Work: Write the plurals of the following nouns: city, lady, story, baby, pony, berry, sky, study.

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LESSON 17

LANGUAGE EXERCISE

Based on Lesson 16

Who was Hiawatha?

Where did he live?

Who gave him the name Hiawatha?

Tell the story of Hiawatha's visit to his father.

Describe the marriage of Hiawatha and Minnehaha.

Describe the death of Minnehaha.

What became of Hiawatha?

Give adjectives opposite in meaning to the following:

weak swift sad wild high soft

Name three proper nouns in Lesson 16.

Define these words:

food branch tent village
journey cradle

NOTE: Pupils should be required to prepare this lesson at home. Papers should be read and corrected in the class room by both teacher and children.

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LESSON 18

SUGAR CANE

On the island of Negros there are many large fields of sugar cane. This is a picture of one of them.

It belongs to Pedro's father. Pedro and his brother Gregorio helped their father plow the field. Now that the sugar cane is ripe they are helping him cut it.

Their father has three carabaos and three carts. The boys will fill the carts with the sugar cane. Then they will take it to the sugar mill.

It takes them a long time to haul all the sugar cane. They come and go many times. But Pedro

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and Gregorio like this work. They see many boys and girls on the road.

Ne'gros	sug'ar cane	mill
road	be longs'	plow

LESSON 19

MAKING SUGAR

Pedro and Gregorio have brought all the sugar cane to the mill.

The cane is placed between two big iron rollers. The rollers are turned by two carabaos. The heavy iron presses the juice out of the cane.

A long bamboo pole carries the juice into the great iron kettles. A fire burns under the kettles and boils the juice. It becomes thick and then it is left to cool. When it is cool it hardens into sugar.

Sugar made in this way is dark in color, but it is rich and sweet. Much of this brown

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sugar is sent to Manila. From Manila it goes to America in large ships. There it is made

into fine white sugar such as you sometimes buy in the store.

roll'ers		press'es	juice
ket'tles	burns	boils	fire

Seat Work: Write the names of some of the products of the Philippine Islands. Answer the following questions:

What is made from sugar cane? What is made from hemp? What is made from bamboo?

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LESSON 20

A CIRCUS

Last summer there was a circus in the town where George and Clara Holman live. Their father took them to see it.

The circus was in a very large tent. In the center was a big round piece of ground covered with sand. Around this were seats where hundreds of people sat.

The round piece of ground is called a ring. In this ring there were many things to see. Women were riding beautiful horses; children were dancing to the music of a band; men were running and jumping.

George and Clara liked all this very much. They were sorry when the circus was over.

"Now we shall visit the animals," said their father. He took them into another large tent. There they saw many animals in iron cages.

At one side of the tent was a cage filled with monkeys. The children laughed at the funny little fellows, and did not wish to leave. "But

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we must see the deer and the elephants," said their father. "On the other side of the tent are elephants, bears, snakes, tigers, zebras, and many other animals."

The children went to see them all. They bought peanuts and fed them to the elephant. They talked to the parrots. They saw a large animal that looked like a horse. "What is this, father?" asked George. "It looks like a horse painted black and white."

"That is a zebra," said his father.

cir'cus cen'ter mu'sic band fel'low paint'ed bears ze'bras snakes e'le phants pea'nuts

---

LESSON 21

THE ZEBRA

George and Clara watched the zebra a long time. "I wish I had him for a pony," said George. "Where did he come from, father?"

"Zebras live in Africa," said his father. "All of them are white like this one, with stripes

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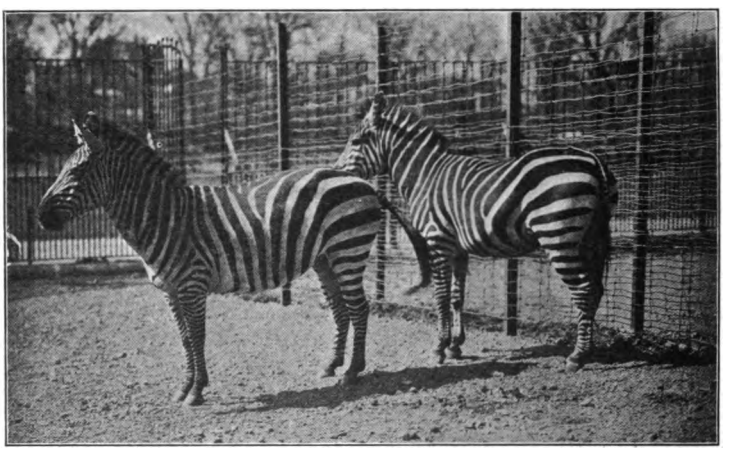
of brown or black. They like to stay in the mountains, but they often come down into the valleys to eat grass and young leaves.

"They can run fast and are difficult to catch. Zebras are not fierce animals but they will fight



when men hunt them. One zebra does not fight alone. Many others come to help him.

"Sometimes zebras may be tamed and used as horses. But they are not so gentle and good as horses, and men do not like them so well. I am afraid this zebra would hurt you, if you should try to pet him as you do your pony."

stripes dif'fi cult try tamed val'leys gen'tle

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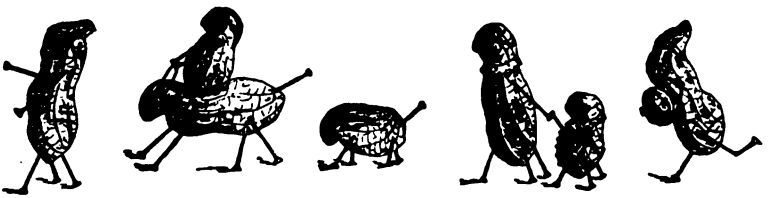
LESSON 22



PEANUTS

Do you like peanuts? Honoria has many of them growing in her garden. She and her mother planted them many months ago.

The little vines grew very fast. They had pretty yellow blossoms on them.

When the blossoms came off the little vines fell to the ground. They grew down into the earth. Peanuts came where the blossoms were.

By and by Honoria will pull up the vines and take off the peanuts. The nuts are in a soft shell.

Honoria must cook them before they are ready to eat. She has a large copper pan. She puts the peanuts in this and covers them with a large flat piece of wood.

This copper pan is put on the small earthen stove. Honoria makes a fire in the stove and the

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peanuts cook very slowly. When the shells begin to look brown Honoria knows that they have cooked long enough. She takes them off the stove and sets them out of doors to cool.

Then she and her mother break the shells and put a little salt on the nuts.

Honoria's mother takes them to the market. She carries with her a small cocoanut shell with which to measure them.

blos'soms	earth'en	cop'per	shell	flat
meas'ure	e nough'	earth	stove	pan

LESSON 23

A LETTER

San Fernando, Pampanga, P.I.
August 10, 1904.

Dear Trinidad:

We were all so sorry that you could not come to Cousin Lucía's wedding. We expected you, and Thursday afternoon Roque drove to the station to meet you.

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Perhaps you would like to hear about the wedding. We went to the church at six o'clock in the morning. Cousin Lucía wore a pretty white silk dress and a long veil. Her slippers were white, also. She drove to the church in a carromata, but the rest of us walked.

After the wedding we went to Uncle Vincente's house. There we had breakfast. An orchestra played all the time. When we had finished breakfast we danced until we were tired.

Many people came to the house. Carmen Abalos from Malolos and her sisters were there. They lived in San Fernando when they were children. Carmen is a teacher and speaks English well. The other two girls go to school.

Many people here have been having the fever. Mother was sick with it, but she is better now. She sends you her love and says that you must come to see us.

Your affectionate cousin,

MARGARITA SAISON.

Note: Write the plurals of the following nouns: mouse, goose, man, woman, tooth, child, foot, ox.

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LESSON 24

JEAN FRANÇOIS MILLET

You have seen the picture of a little American girl churning.

This woman is churning, too. She is a French woman and she is very poor. Her home is in the country and she works hard. Sometimes she has nothing to eat except brown bread and the butter she makes.

This picture was painted by a great artist. His name was Millet and he lived in France. He loved the country and the poor people who lived there. He had been among them and knew their homes, customs, and work.

Millet painted many pictures of these poor people. He wished to help them. He thought the best way to do this was to show others the hard work which the poor are compelled to do.

churn'ing	French	art'ist
France	cus'toms	a mong'
	com pelled'	

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LESSON 25

ROBINSON CRUSOE — I

Robinson Crusoe was a boy who lived in England. His home was near the sea and he wished to be a sailor.

But his father said, "You are my only son; you must stay at home to help me."

One day Robinson was on the shore watching the ships. There he met a friend. This friend told him that on the next day his father's ship would sail for a distant country. "I am going with him," he said; "and I wish you would come, also."

"I will," said Robinson; "but I must not tell my father."

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The next day the boat sailed and the two boys were on it. A light wind was blowing and they went rapidly over the water.

But at the end of two weeks a great storm arose. The wind blew the boat on the rocks near a small island, and it was wrecked. All the people on board except Robinson were drowned. He swam to the shore, leaving the boat resting against a rock, but half full of water. There he found himself in a land filled with palm trees and flowers such as he had never seen before.

ROBINSON CRUSOE—II

Poor Robinson did not know what to do. He was all alone in a strange country. Night was coming on and he was afraid. He climbed a tree and slept among the thick branches.

The next morning he swam out to the ship. There he found the sailors' pet dog. "I must take him on shore with me," he said to himself. "Then I shall not be so lonely."

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Many other things that he needed were on the ship. Bread, meat, flour, and fresh water were there; also several guns and some powder, nails, and a hammer. He found, too, a stone with which to strike fire.

Robinson nailed some boards together and made a flat boat. On this he put the dog and as many things as he could carry. Then he slowly paddled his raft toward the shore.

light	rap′id ly	sail′or	board
palm	drowned	lone′ly	need′ed
bread	meat	flour	pow′der
nails	ham′mer	stone	wrecked

ex cept′ nailed pad′dled

ROBINSON CRUSOE — III

That night Robinson slept again in the thick branches of the tree. The next morning he went to the ship and brought other things to the shore. He found several kinds of grain. These he took, as he wished to plant them. For many days he went to and from the boat. But one evening a

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storm came up. The great waves washed away all that was left of the ship. Poor Robinson felt as if he had lost his only friend.

"But I have the dog," he said; "and now I must get to work on land. First, I must see what kind of place this is."

He took one of the guns and the dog and went on a little journey. He found fine fruits growing on beautiful trees, cool streams of water, wild goats and many kinds of birds, but no man.

"A parrot would be a good companion," thought Robinson to himself. "I could teach it to talk to me." He caught a parrot and several wild goats. These he took back to the other side of the island with him.

At first Robinson lived in a tent made from the skins of animals which he had killed. But later he built a house of stones and earth on the side of a steep hill. He planted the grain he had found on the ship. His goats gave him milk to drink. He did not lack for food. But he was very lonely and wished for other companions besides his dog and parrot.

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ROBINSON CRUSOE — IV

Many years passed in this way. Robinson had become a man. His hair and beard had grown long. He was dressed in the skins of animals. He marked on a tree each day that passed so that he might know the weeks and months.

At last a fortunate thing happened. A poor savage came to the island in a boat. Other savages were with him and wished to kill him. Robinson saved the man's life and took him home with him. He named him Friday because on that day he had found him.

Robinson soon learned to talk with Friday and taught him to do many things. He was not so lonely now, but longed to return to his own country. He wished to see his father and mother and his old home.

Every day he and Friday watched the ocean to see if a ship came near the island. But none ever came. Robinson began to think that he should never see England again.

Friday told him of his own island and of others

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that lay near it. "Let us build a boat," said Robinson, "and visit these islands. Perhaps there I may meet a ship which will take me to England."

After months of hard work the boat was finished. Robinson and Friday set sail and reached one of the islands in safety.

Robinson passed through great dangers and visited many places; but at last he found a ship which was going to England. Taking his faithful Friday with him, he joyfully started for the country he had left so many years before.

lack dan'gers for'tu nate sav'age
beard com pan'ion faith'ful re turn'
safe'ty joy'ful ly fin'ished

Seat Work: Commit to memory the following list of personal pronouns.

	Nom.	Pos.	Obj.
First Person, Sing.:	I	my or mine	me
Plur.:	we	our or ours	us
Second Person, Sing. and Plur.:	you	your or yours	you
Third Person, Sing.: M.	he	his	him
F.	she	hers	her
N.	it	its	it
Plur.:	they	their or theirs	them

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LESSON 26

A LANGUAGE EXERCISE

Based on Lesson 25

Tell how Robinson Crusoe went to sea.

Why was Robinson's father unwilling for him to go?

Describe the island where Robinson lived.

Name eight things that Robinson carried ashore from the boat.

What animals did he have for companions?

What kind of clothes did Robinson wear?

Tell the story of Friday.

Where did Robinson and Friday finally go?

Define the following words:

to wreck to drown to nail to mark
to save to return

Form adjectives from the following nouns:

danger	friend	storm	joy	companion
fortune	fruit	faith	rock	distance

NOTE: See note, Lesson 17.

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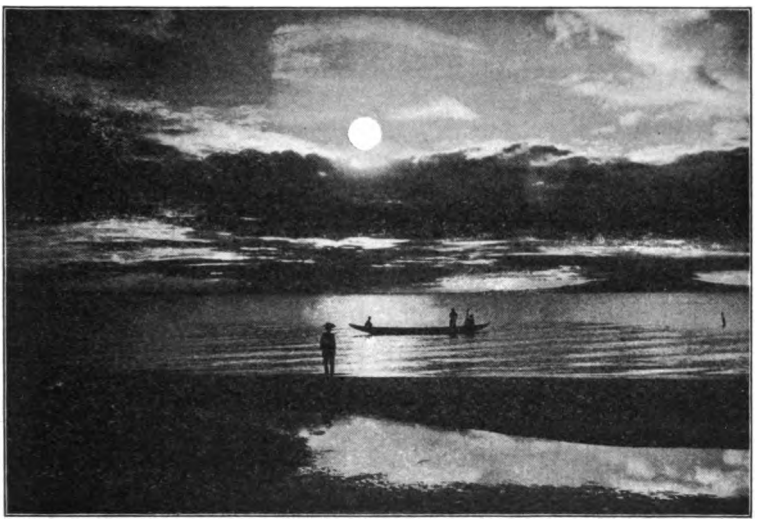
LESSON 27



THE MAN IN THE MOON

When the moon shines at night the boys and girls like to play in the street.

One evening Fortunata, Paz, and Pastora were taking a walk. "Let us ask Miss Wilson to go with us," said Pastora.

So they went to their teacher's house. She was glad to go to walk. "It is too fine a night to stay indoors," she said.

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They walked through the plaza, past the church and convent. Then they went down the long street leading to the river.

By and by they were tired and returned to the plaza to rest. The large round moon was shining almost above their heads.

"Do you see the man in the moon?" asked Miss Wilson. They all tried to find him. "I see an old man with a long beard," cried Fortunata.

"Sometimes children in America look for the woman in the moon," said Miss Wilson. "You can see her face if you look carefully. She is young and pretty. She seems to be looking up at some one."

"No," said Paz, after they had looked for a minute or two. "I can see only a few queer spots and dark places. Perhaps the moon looks different in America."

"Look again," said Miss Wilson, laughing. "The German children think that they can see a man with a bundle of sticks on his shoulder.

"They have a story which says there was a man who liked to work on Sunday. His neighbors

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told him that this was wrong, but he paid no attention to what they said.

"One day he went into the forest to gather sticks for his fire. When he had enough he tied them into a bundle. Taking the bundle on his shoulder, he started for home.

"Suddenly the old man, with his bundle and all, was lifted up into the moon. There he is to this day. German children always see him when the moon is full."

"That is a good story," said Paz. "But I cannot see the man."

"Perhaps you can see what the Chinese children do," Miss Wilson replied. "Their parents have taught them that there is a rabbit pounding rice in the moon. When the moon comes up round and full the Chinese boys say: 'See, there is the rabbit hard at work. To-morrow he will have rice for his dinner.'"

bun'dle wrong at ten'tion gath'er
lift'ed rab'bit par'ents pound'ing
in'doors con'vent lead'ing

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LESSON 28

A CHINESE PIRATE—I

Many boys and girls in the Philippine Islands live on the China Sea. If you could look beyond this body of water, you would see the great country of China.

China is a much older country than yours, and has many more people. There are so many people that sometimes there is not enough for them all to eat.

More than three hundred years ago there was in China a pirate named Li-ma-hong. He sailed about in the China Sea burning boats and killing sailors.

The Chinese emperor said to the people, "I will pay a large sum of money to the man who brings me this pirate dead or alive."

When Li-ma-hong heard this he wished to leave China. He had heard of Manila and the island of Luzón. "I will go there," he said, "and have a kingdom of my own."

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A CHINESE PIRATE — II

So the pirate set sail for Luzón. He had sixty-two boats and a great number of soldiers.

When he reached Manila Bay he sent a lieutenant with fifteen hundred soldiers to take the city. A fierce battle was fought between the Spaniards and the Chinese. The lieutenant and

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many of the Chinese were killed. The others were driven back to their boats.

A short time after this Li-ma-hong himself took the men and marched against the city. The Spaniards now had Filipino soldiers to help them and they drove the pirates back a second time.

Li-ma-hong and his men returned to their boats and sailed up to the mouth of the Agno River. Here they landed and the pirate established his kingdom in the province now called Pangasinán. The Chinese thought they were safe in a place so far from Manila. They built houses, plowed the fields, and planted grain.

The Chinese emperor had heard of the trouble Li-ma-hong was making in the Philippines. He sent a man-of-war and soldiers to help the people capture him.

Juan Salcedo, a brave Spanish captain, had also come to Manila to take part in the war. Spanish, Filipino, and Chinese soldiers were sent against Li-ma-hong. Some went by land, others by sea.

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A CHINESE PIRATE — III

When Li-ma-hong heard that so many soldiers were coming he feared that he would surely be captured.

Then he did a very cowardly thing. He ordered some of his men to go forward and fight. Taking the others with him he escaped to his boats and sailed away.

When the soldiers who had gone forward learned what he had done they were not willing to fight. Many of them went north into the mountains and settled among the Igorrotes.

Some stayed in Pangasinán and some went to other parts of Luzón.

be yond′	bod′y	Chi′na	pi′rate
em′per or	a live′	king′dom	lieu ten′ant
bat′tle	cap′ture	mouth	prov′ince
es caped′	safe	man-of-war′	trou′ble
or′dered	cow′ard ly	will′ing	north

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LESSON 29

THE BURRO

In many mountainous count
called the burro is used. H
like a very small horse, but
and he has large ears.

The burro is very strong
small. He is used in mou
because he can travel over

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safely than a horse. The burro never falls. His little feet do not slip when he walks over rough rocks or a dangerous path.

When men have heavy loads to send up into the mountains, they put them on the burro. They tie the load in two bundles and place one on each side of the little fellow, and so he carries them.

In the western part of America there is a very high range called the Rocky Mountains. Here many burros are used. Sometimes twenty-five of them may be seen going up the mountains together, each one carrying two heavy bundles.

moun'tain ous	bur'ro	safe'ly
slip	rough	range
load	west'ern	to geth'er

Seat Work: Substitute for dashes either *between* or *among* as the sense requires.

He sat ——— the two men.
What boy ——— you did this?
The stream flows ——— its banks.
The Pasig is ——— Old and New Manila.
The little bird flew ——— the leaves.

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LESSON 30

ELLEN'S PET BURRO

Children in some parts of America are fond of burros as pets. They like to ride them or drive them in little carts.

Ellen Burton's father once gave her a burro for a Christmas present. The burro was small and his hair was long and brown. Ellen liked him very much. She named him Job.

Job was very patient and gentle. He would let Ellen ride him or play with him all day. There was only one bad thing about him. If he wished to stop in the road and eat grass, he stopped. Ellen could not make him go on.

One day Ellen went to visit her grandmother, who lived in the country. When she started for home she said: "Now go fast, Job. It is almost dinner time and I am hungry."

At first Job went very well. But when they were about two miles from Ellen's home he too seemed to grow hungry. He stopped and began to eat the grass at the side of the road.

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"Go on, Job," said Ellen; "I am in a hurry." But Job would not go on. He kept eating the grass. He seemed to be very hungry. "Oh, don't stop to eat the grass!" cried Ellen. "I will give you some nice green corn when we get home."

Job did not move. Ellen found a little stick and hit him with it as hard as she could. He did not care for that. It did not hurt him. He stood quite still, biting the grass and looking at the little girl.

At last Ellen said: "I shall have to walk home and leave you here. Then you will not get any corn for your dinner."

She reached home hot and tired, and found her mother watching for her. "Why, Ellen," she said, "where have you been? Job came home half an hour ago."

Sure enough there was the bad little burro eating his corn in the barn. He looked so kind and gentle that no one would suppose he had made Ellen walk two miles for her dinner.

fond pa'tient sup pose' hur'ry hurt sure

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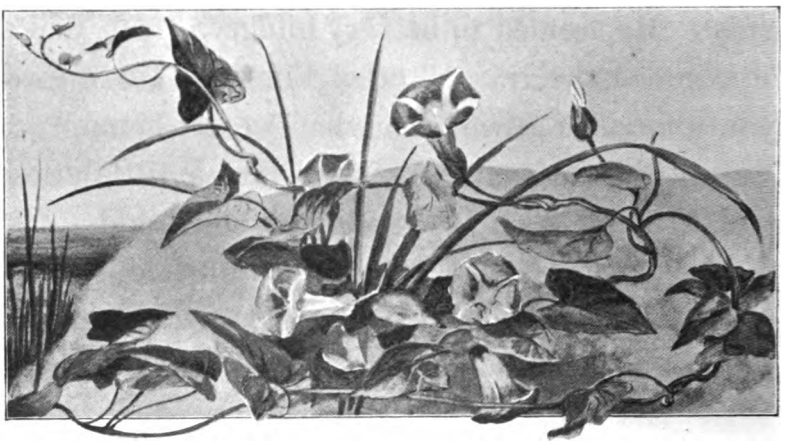
LESSON 31



A MORNING-GLORY VINE — I

I am a morning-glory vine. My flowers are blue and white. They are shaped like bells. My leaves are large and green. I have many little vines. They are very delicate. They like to curl about anything that can hold them up.

I awake early in the morning. Long before the sun comes up I open my pretty flowers. They drink in the damp air and dew.

When the sun rises my blue and white flowers are glad to see him. They open wide. The drops

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of dew on them shine like diamonds. They are happy and I am happy, too. I climb higher and higher trying to reach the beautiful sun.

I have not always grown on this fence where you see me. Once my home was on the seashore.

I was never lonely there. I had hundreds of friends in the sand with me. We could hear the waves dash on the shore and the wind blow in the cocoanut trees above our heads.

But I was not always happy even by the sea. Boys and girls played there. They pulled my pretty flowers. They ran over me and broke my little vines with their careless feet. They did not know how it hurt me. They thought that I was only a poor vine growing in the sand.

The women often sat by me as they put the fish in their baskets. They tore off my leaves and long pieces of my stem. Then they strung many fish on the stem and threw them into the baskets.

All this made me very unhappy. I often said to myself, "I wish I had a quiet place to grow where there were no women to break off my vines or children to run over me and pull my flowers."

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LESSON 32

A MORNING-GLORY VINE — II

One day I was lying on the sand thinking about these things. Suddenly I heard a little girl cry, "O mother! I see the pretty morning-glory vines." She ran to where I grew; but she did not hurt me nor pull my flowers.

"Should you like to take one of the vines home with you and plant it in the garden?" asked her mother.

"Oh, yes," said the little girl. "Do let me take one."

So they took me up by the roots. But they were so careful that it did not hurt me at all. They wrapped my roots in a piece of banana leaf and carried me home.

That same evening the little girl planted me here by the fence. At first I felt dry and hot. I thought I should never grow any more.

But every morning the little girl gave me water. She put rich dirt around my roots. Soon I felt better.

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Then I began to grow. I ran all over this fence. I was covered with bell-shaped flowers, as you see me now.

The little girl is kind to me. People passing by in the street say, "What a fine morning-glory vine!" I have the sunshine and dew and rain just as I did on the seashore. I am very happy.

But sometimes I long for the friends who lived in the sand with me. I wish to hear the waves dashing on the shore and the wind blowing in the cocoanut trees that grew above me.

wide	care'ful	del'i cate	stem
dew	un hap'py	wrapped	fence
dash	sud'den ly	drop	dirt
roots	bell'-shaped	quiet	curl

morn'ing-glo'ry

Seat Work: Substitute for the dashes either *to* or *at* as the sense requires.

Pedro remains —— school till eleven o'clock.
When did you go —— Manila?
He was —— home yesterday.
Were you going —— his house?
—— what hour shall I see you?

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LESSON 33

A LANGUAGE EXERCISE

Based on Lesson 31

Who tells the story of the morning-glory?

Describe the flowers of the morning-glory vine.

Why did the vine like its first home?

Why was it sometimes unhappy there?

What did the little girl do for the morning-glory?

Why did the vine sometimes wish for its old home?

Why is this vine called morning-glory?

Define these words:

delicate	lonely	quiet
sudden	careful	wide

Use these words in sentences:

dew	diamond	fence
stem	piece	dirt
roots	sunshine	

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LESSON 34

A CARELESS BOY

Luciano's mother asked him to cut her some banana leaves. She was cleaning the house and needed the leaves to polish the floor.

"In just a minute, mother," said Luciano; "I'm getting ready for school."

He put on his white coat and hat, because he did not wish to return to the house before school. Then he took the bolo and went into the yard for the banana leaves.

"Be careful not to get the juice of the leaves on your coat," said his mother as Luciano went into the yard. "Yes, I shall be careful, mother," he replied.

When Luciano went to get the leaves he saw a large bunch of bananas that would soon be ripe. "It is time to pull these bananas," he said to himself. "I will cut down the plant. Then I can get both the leaves and the bananas."

So he cut down the plant. He took several large leaves in to his mother. Then he went back for

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the bananas. He carried the big bunch into the house and hung it up to ripen.

"Good-bye, mother," he said; "I am going now." He started to go to school and thought no more of the bananas.

The next week when his coat came home from the wash it was covered with dark stains across the shoulders, and down the front were brown spots each as large as a peso.

"Luciano," said his mother, "your new white coat is ruined. It is covered with banana stains. How did it happen?"

Luciano thought for a moment. "Why, mother," he said, "I had it on the morning I cut down the banana plant. It is too bad; now I cannot wear the coat to school any more. It is new, too. The next time I shall not be so lazy. I shall take off my coat when I cut down another banana plant."

pol'ish	juice	bunch
rip'en	re plied'	stains
pe'so	ru'ined	la'zy

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LESSON 35

ROSA BONHEUR

There once lived in France a poor artist. He had a little daughter named Rosa Bonheur.

Rosa did not like to go to school. She liked to stay in the fields, playing with flowers and birds and animals.

One day her father found her drawing the picture of a horse. "Why, Rosa," he said, "you draw that horse better than I can. I must teach you to paint. Some day you may be an artist."

So the little Rosa learned to paint. She went into the fields and made pictures of cows and horses and sheep.

These pictures were very fine. People had never seen anything like them before.

By and by Rosa Bonheur became a rich and famous woman. She had a beautiful home with a large yard. In this yard she kept many animals, that she might watch them and know how to paint them.

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She bought live lions and tigers and wolves for her yard. Sometimes people were afraid to come in when they saw these wild animals.

But Rosa was not afraid of them. She loved them and made them her pets. Some of them were very tame and learned to lie still while she painted pictures of them.

art'ist	draw'ing	sheep
fa'mous	ti'gers	li'ons
wolves	tame	some'times

Seat Work: Substitute for the dashes either *much* or *many* as the sense requires.

—— rain falls in August.
There were —— trees in the yard.
She painted —— pictures.
He wished very —— to see you.
How —— rice did you buy?
How —— pounds do you wish?
How —— did it cost?
—— people came to see the tigers.
I saw —— boys in the yard.
—— hands make easy work.

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LESSON 36

THE TIGER

In the thick forests of India is found an animal called the tiger. It looks like a large, beautiful cat.

Its fur is a deep yellow with dark lines in it. It has four soft paws just as your kitten has. But in these soft paws are long, sharp claws. With them a tiger can kill a man, a horse, or even an elephant.

The people of India are more afraid of the tiger than they are of the big lion. Sometimes men can tame a lion, but they cannot tame a tiger. It is always fierce and cruel.

The tiger is very bold. When it is hungry it will sometimes come into a town. It will carry off a child, or perhaps a man or a woman.

fur tame paws claws
el'e phant lines for'ests

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LESSON 37

A NARROW ESCAPE

In some villages in India it is the custom after the rice harvest to have a great feast. The people sing, dance, and are happy because the harvest has come and they have plenty of food.

During one of these feasts a woman started to go to the river to get some water. She led by the hand her baby boy and on her head she carried a large jar.

When she reached the river the baby sat down on the bank and the mother filled the jar. She

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put it on her head and turning to the child said, "Come, let us go."

But before the baby could rise the woman saw through the bushes the head of a great tiger. Its eyes shone, its tail moved back and forth, and it was just ready to spring upon the boy.

The mother did not scream or move. She knew that when she moved the tiger would jump. She stood still and looked at the baby sitting with his back to the fierce animal.

In a moment the child turned. Then the tiger sprang at him. But just as quickly the woman seized the great water jar on her head. With all her strength she threw it in the face of the tiger.

The jar struck him and was broken. The sharp pieces of earthenware cut his head and the water filled his eyes. With a cry of pain and anger he sprang at the woman. His teeth fastened on her shoulder and his sharp claws on her arm.

Some men who were near by heard the cry of the tiger. Seizing their big knives they ran to the river. There they saw him dragging the woman into the bushes. One of the men sprang

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forward and thrust the sharp knife through the animal's shoulder into his heart.

The tiger dropped the woman and in another moment lay dead on the grass.

The little boy has become a man. On the mud wall of his house there hangs a yellow tiger skin. He often shows this to his friends and tells them how the bravery of his mother saved his life.

Then the mother, an old woman, looks at the big yellow skin and says: "Yes, but the tiger did not like his bath. By his cry of anger he saved my life and lost his own."

vil'lages	cus'tom	har'vest	plen'ty
bush'es	scream	sprang	strength
heart	pain	an'ger	fas'tened
drag'ging	thrust	brav'er y	bath

Seat Work: Write answers to these questions.

Why did the woman go to the river?
When did she first see the tiger?
What was he doing?
What did the woman do when the tiger sprang at the child?
Who saved the life of the woman?
Why did the men come?

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LESSON 38

JUAN SALCEDO

You remember that Miguel Legaspi landed in Cebú with his soldiers. He remained there several years. His grandson, Juan Salcedo, came over from Mexico to help him with the work in Cebú.

Legaspi had heard about the island of Luzón far away to the north. He sent Juan Salcedo there to learn something about it.

Salcedo left Cebú in the summer of 1570. He sailed north till he came to Manila Bay. There he took his men and went on shore. The Spanish soldiers were large and strong; they were dressed in armor and carried guns.

The people in Manila had never seen Spaniards or other Europeans before. At first they were afraid of them and their guns. But Salcedo soon made friends with the Filipinos and they were very kind to him.

Salcedo and his men traveled through a large part of Luzón. He took the country in the name

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of King Philip II of Spain. But he let the Filipino princes rule just as they had always done.

During this time the Chinese pirate Li-ma-hong came to the Philippines. You have read how Salcedo went to Manila to join the Filipino and Spanish soldiers there and how they made Li-ma-hong leave the country.

It was about this time, too, that Legaspi died, leaving his work for his grandson to finish.

Salcedo traveled through northern Luzón, visiting many Filipino rulers and making them subjects of King Philip.

He died in Ilocos Sur a few years later. His body was taken to Manila and buried beside his grandfather, Legaspi.

Salcedo was a brave, wise man. He was kind to the Filipinos and wished them to be at peace among themselves and with Spain.

re mem'ber	Mex'i co	ar'mor
Span'iards	Eu ro pe'ans	fin'ish
bod'y	bur'ied	peace

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LESSON

THE HEART O

In many parts of the Phi
a beautiful plant called the

It has large leaves which
flowers of other plants. T
a heart. In the center of
smaller blood-red heart.

People often put this pla
the window. But at nigh
where it will get the dew.
the leaves are green and fr
the center is deep red.

"Why do you call it tl
Pepita once asked. "Becau
makes us remember the sor
named Mary," answered her

"She had one son. He
always wishing to do goo
He was very wise and kne
the greatest men did not k

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"When he became a man he spent his time in helping the poor and the sick. He was poor himself, but he wished for nothing except to make all people kind and gentle and loving.

"In the country where he lived there were many wicked men. When they saw how the people followed the poor woman's son, loved him, and learned from him, they were angry.

"'The people will make this man king,' they said among themselves. So they took the son of the poor woman and put him to death.

"When he died the heart of his mother was almost broken. She wept and was very sad. When those who had loved and followed her son saw her in her sadness they said, 'Poor Mary, her heart is bleeding for her son. It is like the blood-red heart of our beautiful plant.'

"And from that day the people who loved the son of the sorrowing mother called this plant the Heart of Mary."

blood-red	cen'ter	wept	sad'ness
sor'row ing	fresh	pot	fol'lowed

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LESSON 40

A VALENTINE

Pepita and her teacher, Miss Crowell, were walking home from school one day. They stopped to look at the flowers in a garden.

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There, growing in the shade of a tree, they saw a beautiful Heart of Mary. "I like that the best of all the plants here," said Miss Crowell. "I like to look at it and remember why it has such a pretty name."

"Mother," said Pepita when she went home, "Miss Crowell likes the Heart of Mary the best of all our plants. I should like to give her one for a Christmas present. Don't you think Aunt Miguela would give me a bunch of roots from her garden? I would put it in a big jar. By Christmas it would be large and fine."

"Yes, I am sure Aunt Miguela would give you a bunch of roots," replied her mother. "Go and ask her while I get the jar ready."

Soon Pepita had a nice little plant growing in the jar. She kept it upstairs during the day, but at night she put it on the ground to get the fresh air and the dew.

At last the day before Christmas came. When Pepita took the plant downstairs that evening her mother said: "Yes, Pepita, your plant is a beautiful one. I have never seen a finer Heart

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of Mary. I know that Miss Crowell will like it. Be sure to put it where it will get plenty of dew."

Early the next morning Pepita ran downstairs to get her plant. But when she saw it she could hardly believe her eyes. Only one or two broken leaves were left. The others had been bitten off close to the earth in the pot. Beside the jar lay a big goat resting after his breakfast.

Poor little Pepita was almost heartbroken; but she did not strike the goat. She sat down beside him and began to cry.

"Why, Pepita, what is the matter?" she heard some one say. "Are you crying on Christmas morning?" It was Miss Crowell, who was out for a morning walk.

"O Miss Crowell!" cried Pepita; "come and see. I had such a beautiful Heart of Mary to give you this morning. And now this wicked goat has eaten it."

"Well, well," said Miss Crowell, laughing, "that is too bad. But the poor goat wanted a Christmas breakfast. Don't cry; come and take

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a walk with me. Perhaps we can get another Heart of Mary some day."

Miss Crowell had often told the boys and girls about Valentine's Day. "In America on the fourteenth of February we send pretty valentines to our friends," she said. "They are made of paper or lace and ribbon, with pictures on them. Sometimes they are shaped like a heart. This is to show that we send a heart full of love to our friends."

On the fourteenth of February, very early in the morning, Miss Crowell heard a knock at her door. When she opened the door she saw no one. But there was a beautiful Heart of Mary growing in a large jar. To one leaf was tied a small piece of paper. On the paper was written: "A valentine to Miss Crowell. With a heart full of love from Pepita."

val'en tine	plen'ty	bunch	rib'bon
break'fast	knock	roots	mat'ter
up stairs'	shade	lace	be lieve'

Christ'mas down'stairs heart'brok en

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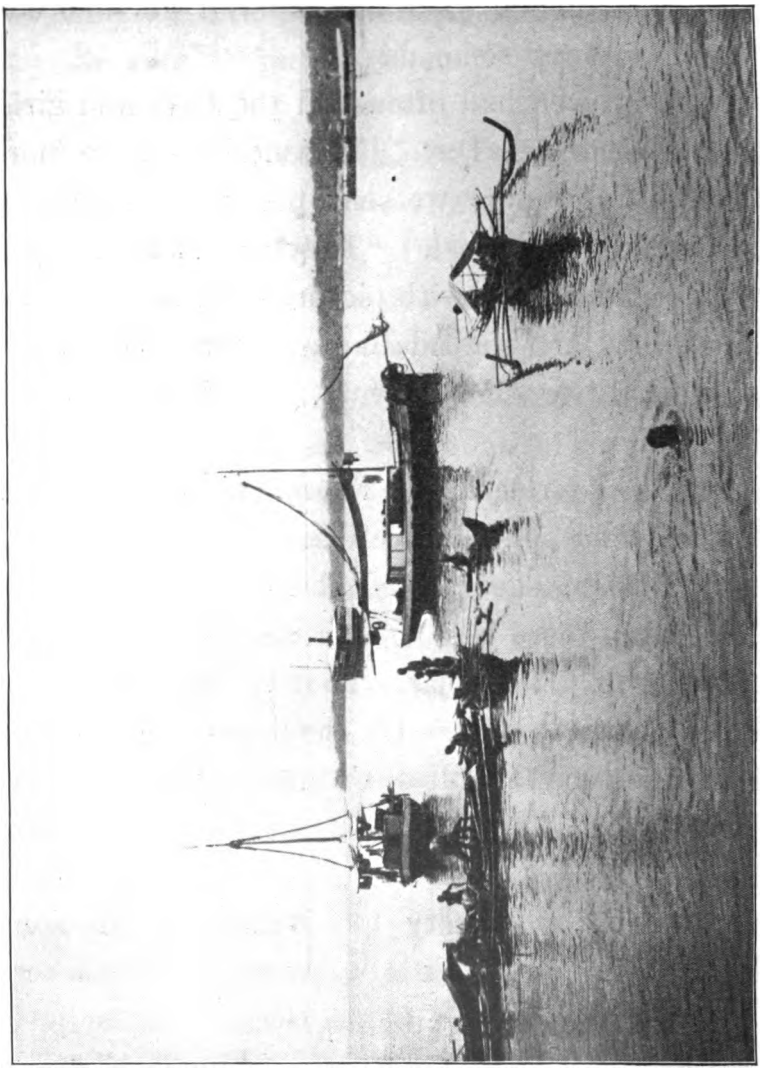

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LESSON 41

PEARL FISHING

The Indian and South Pacific oceans and many warm seas produce an oyster called the pearl oyster.

It has a small gray shell with rough edges. When the shell is opened there is sometimes found a pretty pearl.

All oysters of this kind do not have pearls. It is only in those that are sick or have been hurt in some way that they are found. Pearls have been called the tears of the oyster.

Do you know how oysters are taken from the bottom of the sea? Two men row out from the shore in a small boat. Around the body of one is tied a strong rope. To the rope is fastened a basket. The man carries a strong stick with a

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sharp point at one end. Sometimes a shark or some other large fish attacks him. Then he needs the stick to fight with.

The man dives from the side of the boat to the bottom of the sea. He quickly gathers some oysters and puts them in his basket. He can stay under the water only a very short time. He must go to the surface to breathe.

The man in the boat pulls the rope and draws him up. While the first diver rests the other goes down into the sea and brings up more oysters.

In this way they work many hours. When they are too tired to dive any more they row to the shore. They sell the oysters to men who open them and hunt for the pearls.

Fine pearls are found in the seas about Joló and other of the Philippine Islands. In some places both men and women dive for them.

sur'face	oys'ter	pearl	pro duce'
dive	div'er	tears	bot'tom
at tacks'	breathe	shark	

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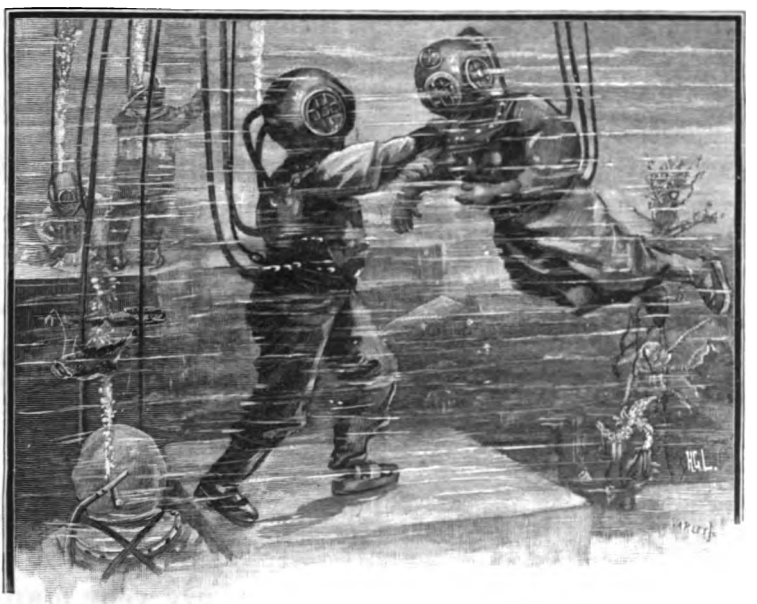
LESSON 42



DEEP-SEA DIVERS

In America and in some European countries there are men whose business it is to dive. They do not dive for pearls. They go to the bottom of the sea to look for ships that have sunk, or to study plants and animals that live in the water.

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These men are dressed in suits of rubber. These suits cover the whole body and the head. They have two glass eyes, like little windows, so that the men can see.

Such divers have long rubber tubes which reach to the top of the water. Through these they get air to breathe. When they have worked a while on the bottom of the sea and are tired, the men above pull them up to the boat. Here they rest for a short time and then descend again.

The men who dive in this way carry hatchets or strong knives. With these they can protect themselves from any sea animals that may attack them.

Diving is very dangerous and every year many men who follow this business are killed. But the divers like the work. They find wonderful things at the bottom of the sea. They see strange fish and shells and delicate sea flowers.

busi'ness	Eu ro pe'an	rub'ber	de scend'
hatch'et	del'i cate	tube	pro tect'
	dan'ger ous	won'der ful	

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LESSON 43

LANGUAGE EXERCISE

Based on Lessons 41 and 42

Describe the pearl oyster and tell where it is found.

What are pearls sometimes called? Why?

How do men dive for pearl oysters?

Near what islands in the Philippines are pearls found?

How do European sea divers dress?

Why do they dive?

Why do they carry a hatchet or a knife?

Name some of the things a diver sees on the bottom of the ocean.

From the following adjectives form adverbs.

wonderful	dangerous	strange	delicate	fine
quick	pretty	strong	short	rough

Define these words.

bottom	rubber	breathe	hatchet	gather
valley	dive	produce	tears	fasten

NOTE: See note, Lesson 17.

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LESSON 44

THE BIRD'S STORY

I built me a nest
  In the old oak tree,
As pretty a nest
  As ever could be.

One day as I sang
  To my birdies three
A little brown squirrel
  Ran up in the tree.

I thought he was coming
  Straight up to the bough —
It makes my heart tremble
  To think of it now.

I flew like an eagle
  Right down through the air;
And soon he was running
  I cannot tell where.

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LESSON 45

A LETTER

DUMAGUETE, P.I.,
February 20, 1904.

Dear Fortunato:

I am writing you this letter to tell you that I am going to Iloílo when school closes.

You know that my Uncle Fernando is a merchant there. He buys and sells sugar, hemp, and many other things. He wishes some one who can speak English to help him.

I had a letter from my uncle last week asking me to come. Father says that I may go, and I am very glad. You know Iloílo is a large town and there are many Americans there. I think I can learn to speak English very well when I have to use it every day.

Yesterday was my birthday. I was eighteen years old. I think I am old enough to go into business.

Uncle Fernando says that if I do well he will give me a part of his business when I am

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twenty-one. You know he has no sons of his own, and he is getting old.

What will you do this summer? Perhaps you can come down to Iloílo to visit us. There is a boat from Manila every week.

Uncle Fernando would let you go back on one of the boats that carry sugar and hemp. Of course Iloílo is not so large as Manila, but I think you would like it.

My address in Iloílo will be 147 San Pedro Street. Write to me soon.

Your sincere friend,

CONSTANCIO FERNANDEZ.

Seat Work: Write answers to the following questions.

Who was Juan Salcedo?
Why did he go to Luzón?
What did he do when he reached Manila Bay?
Why did he return to Manila from northern Luzón?
Where did he die and where was he buried?

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LESSON 46

THE DISCOVERY OF AMERICA — I

Men have not always known how to travel around the world as they do now.

They used to think that the earth was flat and that the ocean was a long, wide river flowing about it. They were afraid of this wide river, and said that if men sailed far out upon it they could never return.

After a while a few wise men began to say that the earth was not flat, but round like a ball; that a ship could sail around it, returning to the place from which it had started.

There lived at that time a brave Italian sailor named Christopher Columbus. He was a wise man and had made many journeys on the sea.

"I am not afraid of this big ocean," he declared. "I can find the country that lies beyond it."

But Columbus was a poor man. He had no money with which to buy boats and food for so long a voyage. He went to several countries asking kings and rich men to help him; but

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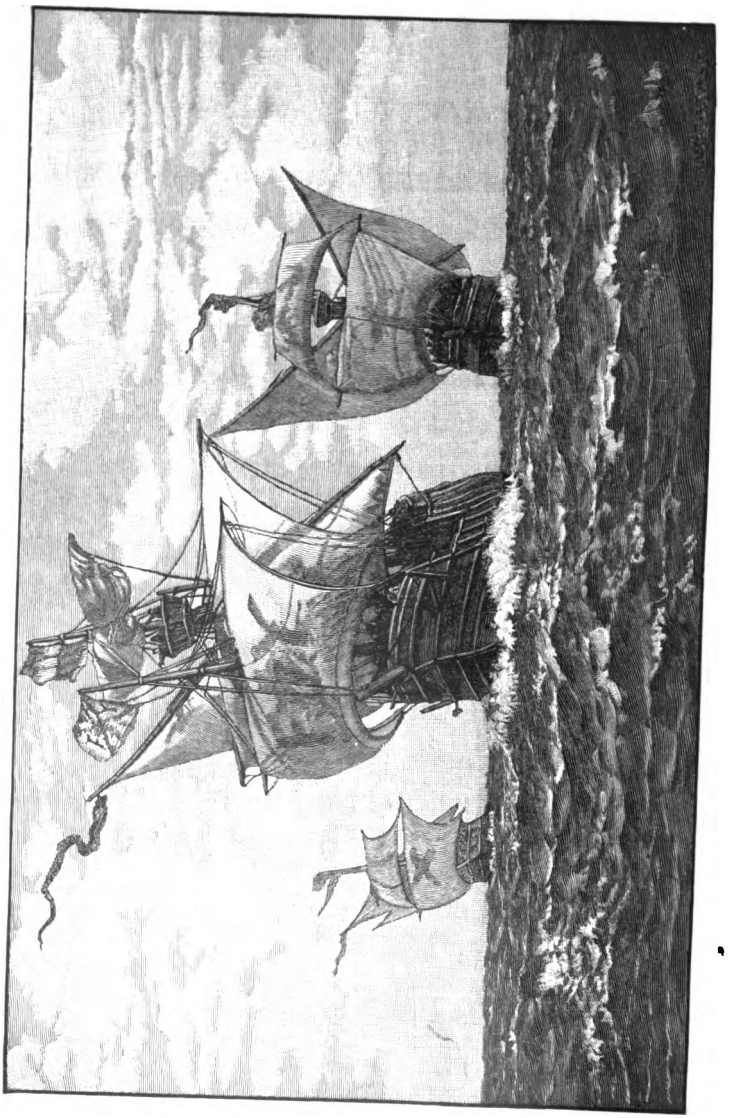

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they only laughed at him. Some said that he was crazy.

At last he went to Queen Isabella of Spain. He told her what he wished to do and what he needed. The good queen said: "This man may be right. He is not crazy. I will give him boats and sailors and buy food for the journey."

DISCOVERY OF AMERICA — II

One bright morning Columbus started west across the ocean with three boats and three hundred sailors. Many people said, "We shall never see the boats or the men again."

The boats were small and did not go very fast. For many weeks they sailed, yet they did not find the country for which they were looking.

The sailors were afraid. "The people were right," they said among themselves, "Columbus is crazy. We shall never reach land. Let us throw him into the sea and return to Spain."

But that very day they began to find signs of land. They saw birds, branches of trees floating

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on the water, and a stick that had been cut with a knife. After a time a sailor cried from the top of one of the ships, "Land! land!" And there far out in the ocean could be seen a long blue stretch of land.

Columbus and his men now sailed joyfully on until they reached the new country. Then they went on shore and set up the flag of Spain. They saw strange fruits and flowers, and tall men with dark skins.

Columbus had discovered islands lying very near the coast of the great country now called America.

He returned to Spain and told Queen Isabella of the beauty and riches of this new land. The queen and her people were very much pleased. They honored Columbus as the greatest man in all Spain.

flow'ing	re turn'	world	earth
jour'ney	voy'age	be yond'	cra'zy
right	float'ing	stretch	beau'ty
dis cov'ered	hon'ored	reached	

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LESSON 47

THE FIRST STEAMBOAT

For several hundred years after Columbus had discovered America men still crossed the ocean in sailing vessels. But these boats were slow. It took them almost two months to make the voyage. They were often wrecked in storms, also, and many lives were lost.

An American, Robert Fulton, had long been studying how to build a different kind of boat that could be moved by steam.

When he was quite sure he could do this he said to the world: "I am building a fast boat.

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It has no sails. It has a large engine and will be moved by steam."

Men laughed at him just as they had at Columbus, and said that he, too, was crazy. "You and your boat will go to the bottom of the sea, if you ever try it," they said.

Not long afterwards Fulton did try his boat. Most people were afraid to go on it. A few men went with him, and they steamed up the Hudson River in the state of New York.

Then people were ready to believe in the steamboat. Many others much larger and finer were built.

To-day steamships can cross the Atlantic Ocean in less than six days. They are made of steel and are so strong that a storm very seldom hurts them at all.

They have many rooms, beautiful furniture, and wide decks. People can be just as comfortable and safe in these boats as they are at home.

slow	wrecked	en′gine	dif′fer ent
steam	decks	sel′dom	fur′ni ture
com′fort a ble		aft′er wards	

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LESSON 48

FROM MANILA TO SAN FRANCISCO

Should you like to travel in a steamboat from Manila to San Francisco, a great city in America?

We can start from Manila some morning at ten o'clock. Each of us has a pretty little bedroom to sleep in. But the day is warm and we sit on the deck in long steamer chairs.

Soon the whistle blows and we know we are starting across the China Sea to Hongkong. This part of the trip is short. In two days we are at Hongkong.

This island does not belong to China. It is owned by England. Many Englishmen live there and have fine houses and buildings of all kinds.

Most of the people, however, are Chinese, and we are interested in watching them during the one day we spend in Hongkong.

After leaving this island we sail north, stopping first at Nagasaki, Japan. We have not seen many Japanese before and they look very strange to us.

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We ride about the clean streets in a little carriage drawn by a man. Everywhere are flowers, men and women walking about in high wooden shoes, and babies tied to the backs of their little sisters.

We wish we could stay here longer and see more of the people. But our boat leaves in a few hours, going up through the beautiful Inland Sea to Kobe, Japan.

From Kobe we return again to the open sea and in another day reach Yokohama.

Yokohama is one of the most important cities in Japan. Here almost all the ships stop, going to and returning from America. Our boat carries mail for America and can stay only a short time.

In a few hours we are starting on our long voyage across the Pacific. We shall not see land again for almost two weeks and we are sorry to say good-bye to Yokohama.

Day after day we sail on the great ocean. We see no land, no birds, and very seldom a ship. There is nothing anywhere except sea and sky.

After twelve days we reach the Hawaiian Islands and rest in the harbor of Honolulu. The

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native people here are small and brown. These islands belong to the United States and everywhere we see Americans and the American flag.

Honolulu is a beautiful city, filled with palm trees and flowers of many kinds. But we are willing to leave it, for we know that the next port at which we stop will be San Francisco.

We have all studied the map and know just where San Francisco is. We know, too, where we shall travel in America and what we shall see.

On the morning of the seventh day from Honolulu we rise very early. We go on deck and see points of land which they tell us form the harbor of San Francisco.

A few hours later we enter the bay, glad to be in America and at the end of our month's voyage.

o'clock′	bed′room	steam′er	whis′tle
blows	build′ings	owned	in′ter est
lat′er	im por′tant	mail	na′tive
map	car′riage	points	form

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LESSON 49

CARMEN'S BIRTHDAY PRESENT

"Carmen," said her grandmother one day, "come to my house to-morrow morning and I will give you your birthday present."

"O grandmother!" cried Carmen; "give it to me now. I can't wait until to-morrow."

"Thirteen years old and can't wait until to-morrow," said her grandmother, laughing. "You must learn to be patient."

Very early the next morning Carmen went to her grandmother's. "I have come to eat breakfast with you and get my present," she said.

"Yes, you may have it now," answered her grandmother. Taking her keys, she went to a large wooden chest where she kept her dresses. She unlocked the chest, took out a small roll of white cotton, and gave it to her granddaughter.

Carmen's fingers trembled as she unrolled the cotton. Then she gave a cry of joy. There lay a pretty gold ring set with a large pearl.

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"O grandmother!" cried Carmen; "what a beautiful ring! Where did you get it?"

"That ring has a story," replied her grandmother. "I will tell it to you while we are eating our breakfast."

So Carmen sat down at once and her grandmother began the story.

"Many years before you were born your grandfather and I lived in a small town on the island of Joló. It was a lonely place and we seldom saw any strangers.

"In the sea about Joló are many islands. The coasts are rough and dangerous and sometimes fishing or sailing boats are wrecked there.

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"One October there came a great storm. A heavy rain fell, the wind blew, and big waves dashed up on the shore. For three or four days we could not leave the house.

"On Sunday a man came running to tell us that a sailing boat had been driven on the shore.

"Your grandfather and I hurried down to the beach. There we saw a large boat, its sails gone, its masts broken, and the water flowing through a hole in one side.

"It belonged to an Englishman who was going from Iloílo to Java to buy coffee. He had his wife with him. She did not look like any woman I had ever seen before. She was tall, with fair skin and pink cheeks. Her hair was the color of gold and her eyes were blue.

"The rain had stopped, and the men began at once to help the Englishman mend his boat.

"'You must take the lady home with you,' said your grandfather to me; 'she is tired and frightened.'

"So we went back to the house together and she stayed with me almost a week. I could not

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talk to her except by signs, but sometimes one of the sailors came home with my husband. He understood English, and through him she told me about Iloílo and of her home in England.

"When the boat was mended and they were ready to go, her husband and several sailors came to say good-bye.

"One of the men told me for the lady that she thanked me for my kindness and wished me to remember her. Then she took this ring from her finger and gave it to me, telling me to wear it. But it was too fine for my wrinkled, hard-working hands. I saved it for you.

"And when you wear it," concluded the grandmother, "remember that I wish you to be as quiet and gentle as was the pretty English lady who gave it to me."

pa'tient	cot'ton	stran'gers	Ja'va
un der stood'	beach	un rolled'	born
coasts	cof'fee	un locked'	keys
mend	wrin'kled	hus'band	chest
con clud'ed		fright'ened	

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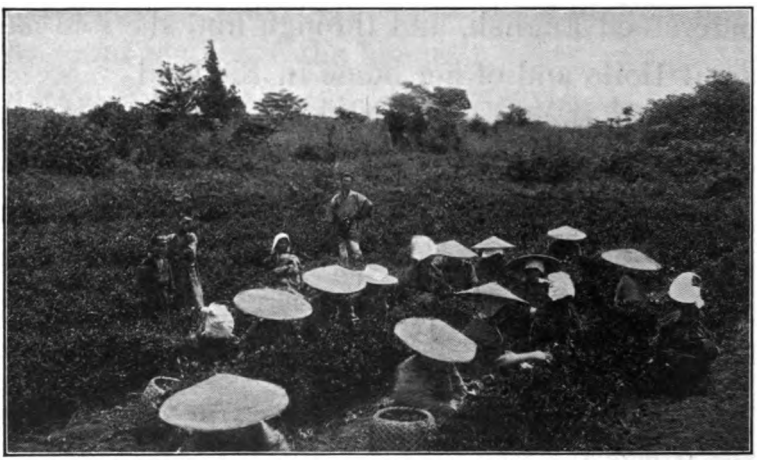
LESSON 50



TEA — I

Many Filipino girls and boys like tea. Do you know where tea comes from and how it is raised?

If you were to travel in China or Japan, you would see fields of tea called tea gardens. The plants grow in long rows across the field. Between the rows is room enough for a man to walk.

The tea plant is from three to five feet high. It is thickly covered with small green leaves. These leaves are picked three times a year; but the first picking sells for the highest price.

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Girls and women pick most of the tea. Their hands are small and they can do the work quickly. They walk through the long rows in the field, each carrying a basket. They pull off the bright green leaves, leaving the old ones on the bushes.

When the baskets are full they take them out of the field to the men. The men carefully spread the leaves in the sun to dry. When dry they are steamed and afterwards dried again.

The tea that is to be sent to other countries is carried into the town by men. Here it is heated in an oven. Then it is put in large jars, and women rub it with their hands. This curls the leaves as you see them.

After this the tea is packed in large boxes and is ready to be sent all over the world.

Some of the tea that is raised in Japan is very fine. It sells for eight and ten dollars a pound.

tea	raised	rows	thick'ly
picked	pound	steamed	heat'ed
ov'ens	price	curls	

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TEA — II

The Chinese and Japanese seldom drink water. When they are thirsty they take a cup of tea. But their cups are not so large as yours.

The Japanese have pretty blue teapots and tiny cups. They use a little table that is less than a foot high.

Each person has a table on which he sets his teapot and cup. He likes his tea very hot and drinks it with a loud breathing sound. We should think this very impolite. But a Japanese says it is a polite way of showing that he likes his tea.

The people in Japan often pour tea over their rice. They also cook the leaves with some kinds of meat. So you see tea is both a food and a drink for them.

pour thirst'y tea'pot
ti'ny breath'ing sound
po lite' im po lite'

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LESSON 51

THE BOSTON TEA PARTY

Did you ever hear about the tea-party which some Americans once gave to King George of England?

It was many, many years ago, before America was a free country. There were then only thirteen colonies, or states, and they were not rich and powerful as is the United States of to-day. But the people were brave and strong and they were not willing to live under unjust laws.

The king of England ruled these colonies. He was not just or wise. He cared nothing for the colonies except to get money from them.

Everything that came to America from another country was taxed. The Americans had to pay money to England when they bought these things.

This was unjust and it made the people of the colonies very angry.

At last the king put a high tax on tea. The Americans said: "We will not pay this tax. It is not right. We will not drink any more tea."

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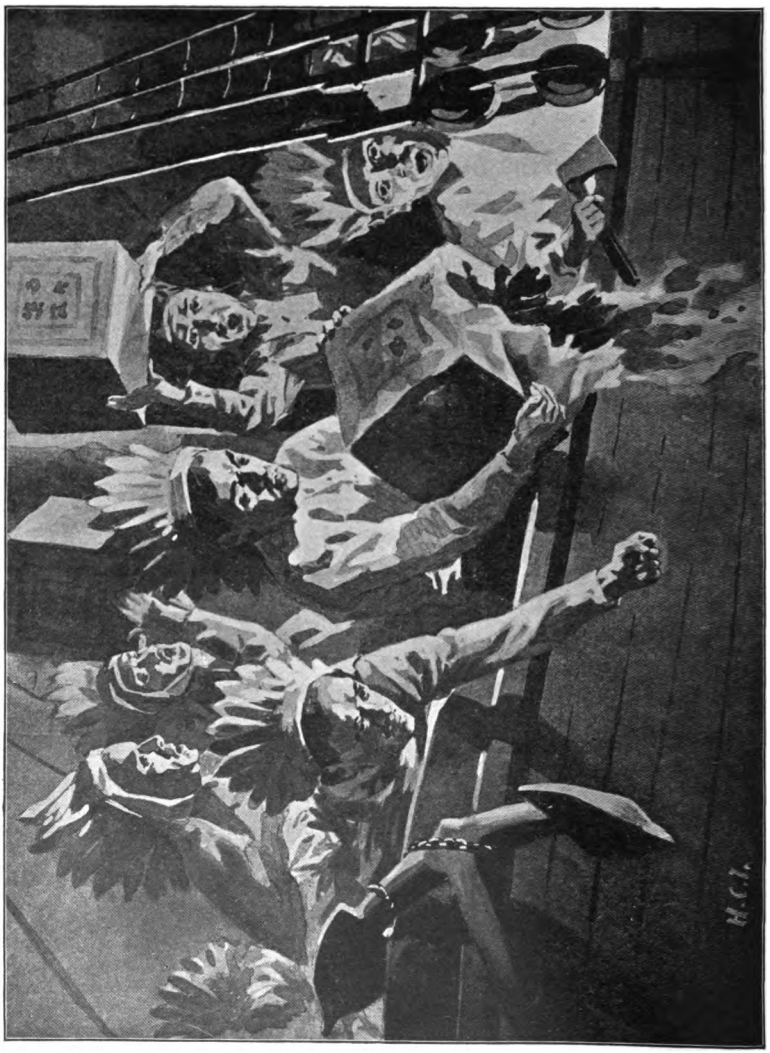

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Soon a large ship loaded with tea came into the harbor at Boston, Massachusetts. The people wished to buy it, but they would not pay the tax.

One night a party of men from Boston dressed themselves like Indians. They stained their faces brown and painted red spots on their cheeks. In their hair they put feathers, and they carried strong hatchets in their hands.

When it was quite dark they hurried down to the harbor. They went on board the ship, took all the tea, and threw it into the bay.

Then they returned to their homes and went to sleep as if nothing had happened.

The next morning all Boston was excited. The people laughed and talked over the night's work. "We have given King George a nice tea party," they said. "Perhaps he will not send us another shipload of tea."

par'ty	col'o nies	states	pow'er ful
un just'	laws	tax	feath'ers
load'ed	stained	taxed	hatch'ets
	hur'ried	board	

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LESSON 52

THE MALAY SETTLERS

If you look at the map of Asia, you will find in the southern part of the continent a narrow point of land called the Malay Peninsula.

The men who live in this peninsula have always liked to travel by sea and visit strange countries. They are good sailors and safely make long, dangerous journeys in their small boats.

Many hundreds of years ago Malay sailors came to the Philippine Islands. They settled here, and after a time were stronger than the other people in the country. They drove the native Filipinos into the mountains, and took for themselves the rich valleys and the seacoast.

Most of the Filipinos of to-day have descended from these early Malay settlers.

In time tribes sprang up. They began to fight with one another, to live apart, and to have their own rulers. After many years these tribes had different customs, spoke different languages, and had comparatively little to do with each other.

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In this way have been formed the thirty or more large tribes which are found in the Philippine Islands.

This has been a bad thing for the Filipinos. If a country is to be great, all the people must be friends, must work together, and must speak the same language.

Many of the Filipinos are beginning to believe this. They wish to be under one government and to have one language which all can speak and understand. When this has been really accomplished the Philippine Islands will become a great country, and the Filipinos an intelligent and progressive people.

A′sia	Ma lay′	pen in′su la
set′tled	be gin′ning	con′ti nent
dif′fer ent	tribes	a part′
lan′guage	gov′ern ment	in tel′li gent
com par′a tive ly		ac com′plished

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LESSON 53

TWO BRAVE GENERALS

Pepita's teacher, Miss Crowell, often talks to the girls and boys about kindness to animals.

"No brave boy ever wishes to hurt a bird or any harmless animal," she says. "It is cowardly to hurt anything that is helpless or weaker than ourselves.

"I will tell you a story about two brave generals," she said one day. "Then you can see that a great man is not ashamed to be kind, even to the smallest creature.

"An American general named Custer was once riding through a large field. A body of soldiers, also on horseback, followed him.

"On the ground before him General Custer saw a bird's nest with little birds in it. Quickly he turned his horse to one side.

"That meant that each soldier must do the same thing. Every man turned his horse a little to the right, wondering why the general had changed the line of march.

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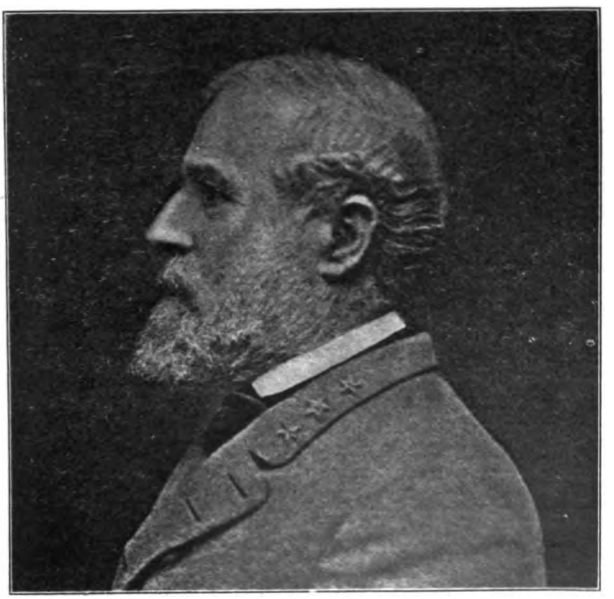
"What was their surprise to see a little bird's nest in the path they had left! General Custer's



pity for four little birds had changed the course of an army!

"The other story is also about a general and birds," Miss Crowell went on.

"A great battle was once being fought in America. General Lee was commanding one of the large armies.

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"Guns and cannon were being fired on all sides and every man's life was in danger. The soldiers were surprised to see General Lee turn from his men, walk to a tree, and pull down one of the branches.

"He had seen a nest with eggs in it on that branch. The mother bird was frightened by the noise of the guns. She flew about, not knowing how to save her nest and eggs.

"General Lee found a safe place for the nest and moved it. He saw the little bird fly to it again. Then he returned to the battle.

"These are true stories," said Miss Crowell. "Whenever you see any living creature hurt or in trouble, I want you to remember what I have told you about these two brave men. Then I think you will wish to be kind, just as they were."

cow'ard ly	march	crea'ture	won'der ing
gen'er als	meant	path	our selves'
horse'back	bat'tle	pit'y	a shamed'
sur prised'	noise	line	help'less
	com mand'ing		

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LESSON 54

MAGELLAN AND HIS DISCOVERIES—I

After Columbus discovered America in 1492, brave seamen from all Europe wished to travel over new seas and visit new countries. You have read about one of these seamen, Ferdinand Magellan, and know what he discovered.

When Magellan sailed from Spain in 1519 he wished to find a passage from the Atlantic Ocean to the great sea that was known to lie on the other side of the newly discovered country. He set out joyfully with several ships. After some months of good sailing they reached the eastern coast of the South American continent. They then went south looking everywhere for a passage leading to the sea beyond.

But nowhere could they find an opening in the great body of land. The sailors became discouraged. Heavy storms arose. One ship was wrecked; another left the party and went away.

Magellan himself was not discouraged. "We shall find the passage yet," he said.

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So he sailed on and on. More than a year had passed. At last in October, 1520, he found an opening in the narrow point of land at the end of the South American continent.

"Perhaps this is our passage to the great sea," said Magellan. "We will try it." For almost a month he sailed on this unknown water. At last with his men he passed out into a broad, beautiful sea. The water was so quiet and smooth that Magellan called it the Pacific Ocean, and that name it has to this day. As you know, the passage between the two oceans is called the Straits of Magellan.

MAGELLAN AND HIS DISCOVERIES — II

A long journey across the Pacific Ocean now lay before them. The first land they reached was the group of islands since called the Ladrone Islands.

They did not stay here long, but sailed on toward the west until they reached the Philippines. Magellan stopped for a short time at several of the small southern islands.

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Here the natives told him of a large, rich island further north, called Cebú. This Magellan reached in April, 1521.

The people of Cebú were not friendly to the Spaniards at first. But Magellan after a time made friends with them, and they became subjects of the king of Spain.

At this time there was war between Cebú and a smaller island called Mactán. Magellan told the king of Cebú that he would help him in this war. He took forty men and went to fight the people of Mactán.

A fierce battle followed the landing of the Spaniards. Magellan and his men fought bravely, but they were too few in number. The sailors retreated to the ships and Magellan was killed while fighting near the shore.

MAGELLAN AND HIS DISCOVERIES — III

After the death of their brave leader the sailors chose another captain. But the people of Cebú were no longer friendly to the Spaniards. At a

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feast they surprised and killed the captain and twenty-six of his men. Those who were left chose another leader and quickly sailed away.

In September, 1522, one small boat sailed into the Spanish harbor from which Magellan had started with his ships three years before.

The brave commander was dead. But the *Victoria* had done something no other ship had been able to do before. It had sailed around the world.

The king of Spain and his people were sad when they heard of the death of Magellan, but they were proud that his plans had been carried out; and they gave him the honor of the first voyage around the world.

com mand'er	straits	friend'ly	pas'sage
re treat'ed	broad	east'ern	sea'men
con'ti nent	death	nar'row	cap'tain
un known'	group	no'where	sub'jects
	dis cour'aged		

Seat Work: Write answers to these questions.

How did Magellan reach the Pacific Ocean?
Why did he visit Mactán?
Why did the Spanish king honor Magellan?

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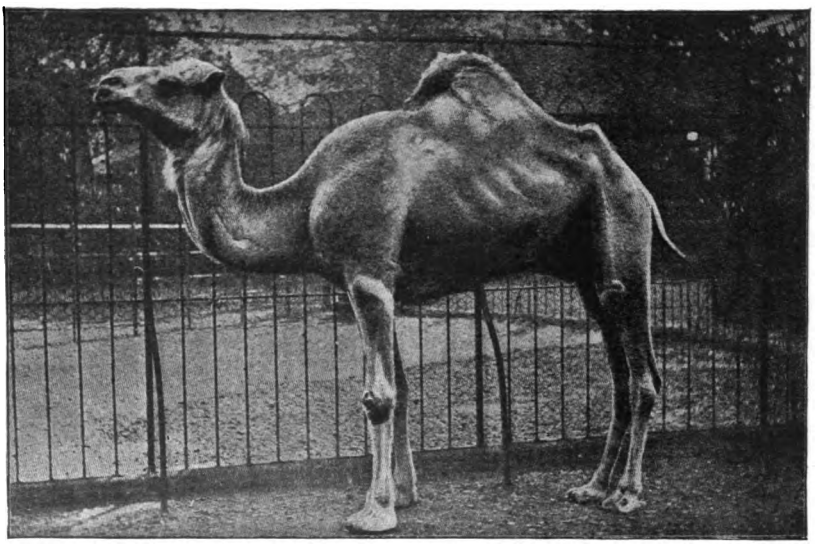
LESSON 55



THE CAMEL

The camel is a large animal that lives in the deserts of Asia and Africa. He is the horse of this country. Men ride him or make him carry heavy loads.

The horse cannot travel across the deserts as a camel can. The sun is too hot and there is too little water. But the camel can walk all day in the sun, and can go from three to five days without water to drink.

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The camel is an ugly animal. He has a large hump on his back, his legs are short, and he walks awkwardly. His hair is a dull yellow color, growing long on the neck and legs.

He is just as useful to the people of these deserts as the carabao is to the people of the Philippines, or the reindeer to the Laplanders.

When the camel is killed his long hair is woven into a fine cloth, and his flesh is considered good to eat. The milk of the camel is excellent.

This animal can live on very little food. He picks the short grass out of the sand, or eats dry leaves from small bushes.

The camel lives to be forty or fifty years old. When he is young men teach him to kneel, and to rise after the load has been placed on his back. He also learns to walk with other camels in a long line, following one that has a bell on his neck.

In China a hundred camels are often seen following a leader, each carrying on his back a heavy box of tea or a roll of silk.

cam'el des'ert hump awk'ward ly wov'en
flesh kneel ex'cel lent fol'low ing

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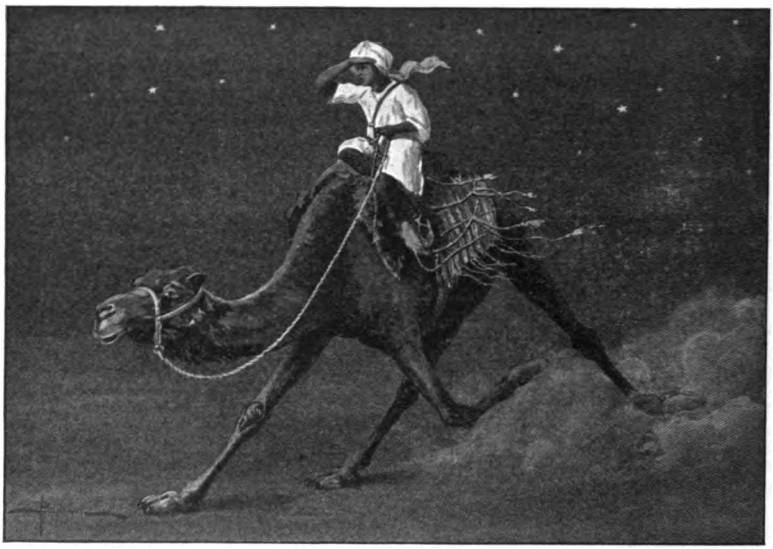
LESSON 56



ABU AND HIS CAMEL

Abu Bendam lived in a barren part of the country called Arabia. He was a poor man with a wife and two daughters. Their home was a tent in the midst of the desert.

They had one camel. His name was Ban. When they moved from place to place, as they often did, Ban carried on his back the tent and whatever else the family had.

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Abu and his daughters loved the camel. He had belonged to them since his mother died and left him a little fellow just able to run about. Now he was twelve years old and was the only wealth of the poor Arab.

Abu often made long journeys across the desert. Ban carried the load and Abu walked by his side. Sometimes, if the load was heavy, Ban would not rise with it. Then Abu had to strike him with his long stick. Ban would get up slowly, groaning and crying like a child. Often the big tears ran down his face.

At night Abu and his camel slept side by side with the load between them.

During the day a strong wind often blew across the desert. Sometimes this wind brought a great cloud of sand with it. It blinded Abu and cut his face.

But Ban knew what to do. He lay down, closed his eyes, and put his nose to the ground. Abu then lay beside him, and the big camel kept much of the wind and sand away from his master.

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Ban was not always so kind and patient, however. Some days he was cross. If his load was heavy, or if he had been a long time without water, he would bite at Abu or try to kick him and throw him to the ground.

But Abu had learned that camels are not very wise animals. He knew how to deceive Ban. When the camel ran toward him he quickly pulled off his long loose coat and threw it on the ground. Foolish Ban thought that the coat was his master. He bit and kicked it and trampled it under his feet.

After a while his anger was gone. He was ready to go on again. Abu picked up his coat and threw it over his shoulders. Then the camel and master began their journey once more, as good friends as ever.

Ar a′bi a	wife	midst	tent
what ev′er	fel′low	wealth	Ar′ab
groan′ing	tears	cloud	blind′ed
de ceive′	loose	tram′pled	an′ger
		bar′ren	

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LESSON 57

THE ARAB AND HIS HORSE

The Arab has another animal that he loves more than he does his camel. This is his horse.

The finest horses in the world are raised in Arabia. It is the wish of every man there to own one, and he will part with anything else to buy a horse.

The Arab cares for his horse and talks to it as if it were a child. He is seldom willing to sell it. The Arabian horses are beautiful and run very fast. They are gentle and learn to love their master. Travelers sometimes offer a poor man a great price for one of them, but the Arab loves his horse more than he does money and will not part with it.

In Arabia horses are not often used to carry loads. They are only for the master or his children to ride, and they are not forced to do hard work as in other countries.

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LESSON 58

LANGUAGE EXERCISE

Based on Lessons 57 and 58

Where is Arabia?

Describe the appearance of the camel.

Why is a camel more valuable in a desert country than a horse?

When Ban was angry how did Abu deceive him?

How did Ban protect his master in a sand storm?

How are horses used in Arabia?

Why will an Arab seldom part with his horse?

Use the following words in sentences.

desert	excellent	kneel
water	roll	leader

Use the following expressions in sentences.

run about	by his side	had to go
side by side	lie down	pull off

Define these words.

awkwardly	cross	groan
bite	wrath	price

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LESSON 59

RAILROADS IN THE UNITED STATES

Long ago, when the United States was a new country, the people began to build railroads from one town to another. It was hard work and cost much money. But people knew that it would help the country as nothing else could do.

To-day one can travel by railroad all over the United States. The trains run very fast and one can make a long journey in a very short time.

The steel rails on which the train runs are laid on strong pieces of wood. The great engine in front makes the steam which pulls the heavy

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train over these rails. A man called the engineer rides on the engine and guides the train. His work is very important, and he must watch the rails every moment.

Behind the engine are many large coaches. In these coaches are comfortable seats for the people who travel.

In some of them the seats can be made into good beds at night. These coaches are called sleepers. Here the traveler sleeps just as if he were at home.

In another part of the train is the dining room and back of it is the kitchen. In the kitchen the food is cooked. This is taken to small tables in the dining room. Here people sit and eat their meals while they are passing rapidly over rivers, mountains, and long stretches of land.

rail′roads	coach′es	steel	rails
en′gine	en gi neer′	guides	cost
sleep′ers	trav′el er	kitch′en	din′ing
	meals	be hind′	

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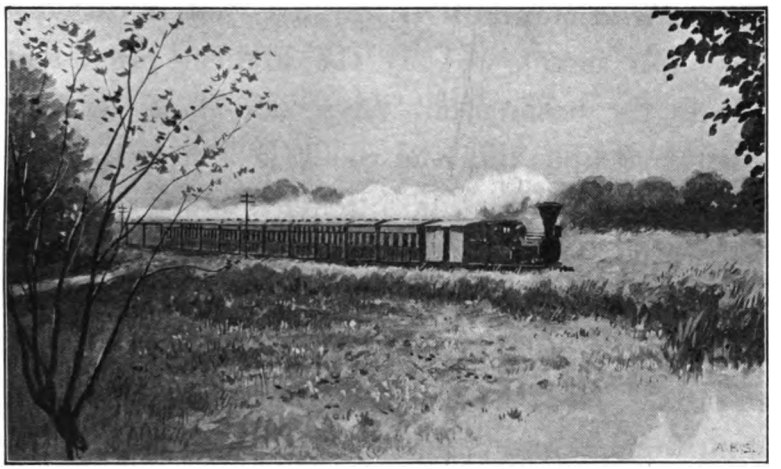
LESSON 60



FROM DAGUPAN TO MANILA

In the Philippine Islands there is but one railroad. This runs from Manila to Dagupan, a distance of one hundred and twenty miles.

The trains on this road do not run so fast nor are they so comfortable as those in America. But the railroad has been a great help to the provinces through which it passes. The people can travel from town to town. They can also send to Manila by the train the rice, sugar, and other things they raise.

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Let us buy a ticket and make a trip from Dagupan to Manila. If we buy what is called a first-class ticket, we pay the highest price and ride in the best coach. A second-class ticket is a little cheaper and the coach is almost as comfortable. The third-class ticket is much cheaper, but we must ride in a crowded coach where the only seats are long benches.

The train stops at every town for people to get on or off. There is always a crowd at the stations. Men, women, and children are there laughing and talking and saying good-bye to their friends.

Women with large baskets come to the windows of the coach. They have bananas, cocoanuts, eggs, bread, and many other things to sell. Boys run into the coaches asking us to buy the water which they carry in bottles.

While we stop the trainmen are busy putting into the freight car the things to be taken to Manila. Often there are baskets of fish or bananas, bunches of sugar cane, bags of rice, or a large number of chickens with their feet tied together.

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On this trip we cross many rivers. The train runs over strong bridges made of iron or stone. We pass through a great valley with beautiful mountains on each side of it.

In this valley much rice and sugar cane are raised. We see men and boys working in the fields. In some places they are plowing, with a carabao hitched to a small wooden plow.

We left Dagupan at six o'clock in the morning. The air was cool and pleasant. Now it is hot and we are tired from our long trip on the train. We are glad to see that it is almost two o'clock. We shall soon be in Manila where we can rest.

dis'tance	tick'et	trip	bench'es
crowd	sta'tions	bot'tle	freight
bridge	i'ron	stone	plow
	pleas'ant	crowd'ed	

Seat Work: For each of the following give a word which has the same meaning: travel, almost, fast, large, bags.

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LESSON 61

A LETTER

San Carlos, Pangasinán, P.I.
May 2, 1904.

Dear Florencia:

Last week mother and I came to San Carlos to visit my grandmother, who lives here.

We had to get up very early, as the train leaves Manila at six o'clock. We ate our breakfast at half past four. Very soon we were ready to go.

We drove to the station, as it is a long distance from our house.

I had never ridden on the train and I could scarcely wait until mother bought the tickets. I was afraid the train would go and leave us.

People were crowding about the office where the tickets were sold, but at last mother had ours. Then we went through the gate and entered the first-class coach. It was very comfortable, and we each had a seat as there was not a crowd.

As we passed through the country I saw many things I had never seen in Manila. At every

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station I wished I could talk to the people who were there, but they could not understand me.

I enjoyed the trip so much that I was almost sorry when we reached San Carlos about one o'clock. But I was very glad to see grandmother and my cousin here.

We shall stay in San Carlos for two weeks. I wish you could be here with me. I am having a nice time and like the town very much.

Write to me before I go home.

Your sincere friend,

CÁNDIDA DISON.

WHO AM I?

My face is as round as yours, little girl,
But I have no eyes to see;
My two hands are busy all the day,
As busy as they can be.
Sometimes I speak that you may know
How fast the hours and minutes go.

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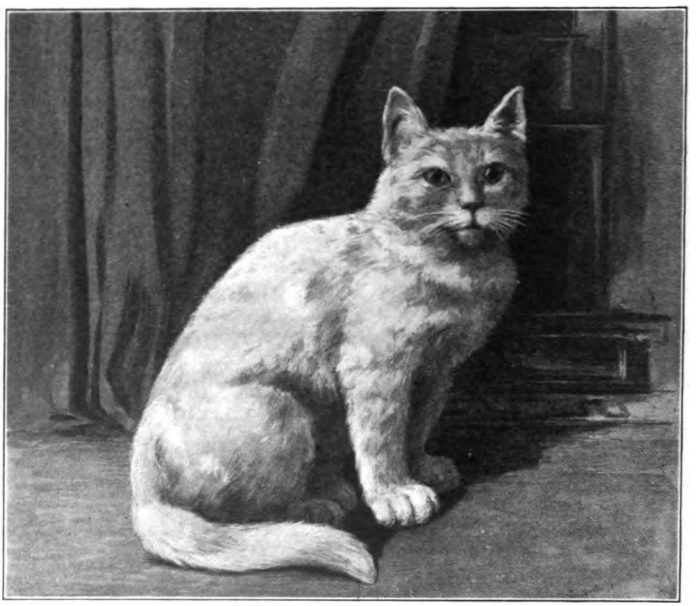
LESSON 62



DOT

See my kitty, little Dot;
Very pretty, is she not?
Soft and silky is her fur;
If you stroke it, she will purr.
Dot won't hurt you with her claws,
Keeps them hidden in her paws.
Now she's only good at play,
But she'll catch the rats some day.

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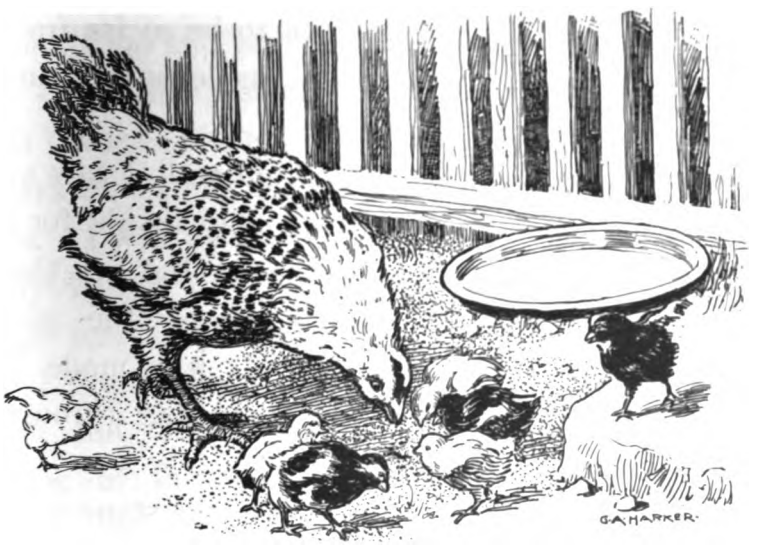
LESSON 63



HERMOSO — I

There was a time when I was very young and had a mother like other little chickens. I lived in a nice green yard and played with my brothers and sisters. A kind woman gave us rice every morning and my mother scratched and found worms for us.

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But that was long ago, — so long ago that I remember almost as a dream the first day our mother took us into the street.

We thought it was great fun to be so far from home. But she would not let us leave her and kept calling us all the time.

As we were walking by a high wall I saw an open gate. I thought I would step inside for a moment to see what was there. But in that moment a woman came out, closed the gate behind her, and fastened it. It was made of solid wood and there was no opening through which I could get out.

I was frightened and ran beside the stone wall, calling my mother. But I could not call very loud and she did not hear me.

I saw other chickens in the yard scratching for worms, but I was afraid to go near them. I ran under the house and stayed all day.

In the morning I was very hungry. I heard a woman calling the chickens and I knew she was giving them something to eat. How I wished my mother would come and take care of me!

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I went out and tried to pick up a few grains of rice. But the other chickens would not let me have anything. Every time I went near they ran at me and pecked me.

I saw that I should be killed if I stayed there, so I went back under the house. It was growing dark and I was sleepy. I did not know what to do. I was afraid to sleep under the house, and my wings were not strong enough to fly up in the tree standing in the yard.

I found an old basket and crept into it, but I did not sleep much. I was dreaming all the time of the warm bed close beside my little brothers and sisters under my dear mother's wings.

HERMOSO — II

The next morning I tried to eat with the other chickens again, but they were more cruel to me than ever. One old hen pecked me on the head. It hurt me very much. One of my eyes was soon so swollen that I could not see.

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Hungry and sick, I hid in a corner of the yard all day. Once I walked over to the big shell from which the other chickens drank. Just then a little boy came into the yard.

"Ha! there is a strange chicken in the yard," he cried, and threw a stone at me. It hit me on the leg and I could scarcely walk.

I ran under the house as best I could. But when he passed into the house I limped back to the corner of the yard where I hid during the rest of the day. My leg hurt me and I was too tired to move.

That night it rained. In the morning I was wet and cold. My leg was stiff and sore, and I was weak from hunger. I wished that I could die. Yet when I heard the woman calling the chickens I tried to walk to her to get some rice.

This time a little girl was with the woman. "Why, mother," she cried, "there is a strange chicken! Poor little thing! it can scarcely walk. Its eye is swollen, too."

"Catch it, Perfecta," said her mother; "we will take it into the house and feed it."

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HERMOSO — III

I am a big rooster now. Perfecta has fed me so well and taken such good care of me that I am larger and finer looking than any of the other chickens.

I have a beautiful red comb on my head. My feathers are yellow and white. Those in my tail are so long that they touch the ground.

I am the only chicken in the yard that has a name. Perfecta calls me Hermoso and feeds me from her hand. She lets me fly on her shoulder and takes me in her arms.

I can crow very loud. When I throw back my head and crow the other chickens are afraid. They do not dare to come near me. They do not like me, for they say that I am proud and quarrelsome.

I have a right to be proud. Does n't Perfecta like me better than the others? Are n't my feathers longer and whiter than theirs and my comb redder? Can't I crow louder and fight longer than any other chicken in the yard?

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I have almost forgotten the time when I was young, motherless, and homeless, and could not get anything to eat. I am well cared for now and I don't let any strange chickens come into the yard and take what is mine.

If I see a stranger in the yard I run after him. Let every chicken stay where he belongs, I say, and not be troubling his neighbors who are handsomer, larger, and stronger than he.

roost'er	limped	quar'rel some
sol'id	dare	troub'ling
cor'ner	home'less	worms
scarce'ly	crept	swol'len
moth'erless	scratched	sore
crow	dream'ing	comb
dream	stiff	pecked

Seat Work: Give a single word meaning the same thing for each of the following expressions: all the time, something to eat, went back, every time, close beside, run after.

Example: all the time = continually, constantly.

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LESSON 64

A FIRE — I

Yesterday when the boys were coming from school they heard a loud noise in the next street.

"It's the fire engine!" cried Henry. There came the big engine. The horses were running and jumping, while the driver in front was shouting and striking them with a whip. At the back of the engine stood two men wearing rubber coats and hats.

"Come, let us find out where the fire is," said Leslie. They ran down the street as fast as they could. The engine turned the corner. The boys could see smoke and flames.

"There it is!" cried Henry. "It's the big store on the corner." A crowd of people were already in the street. Another engine and a wagon filled with firemen and long rubber hose had come, too.

In a moment great streams of water were pouring on the burning building. The men needed their rubber coats and hats now. The water fell on them like rain.

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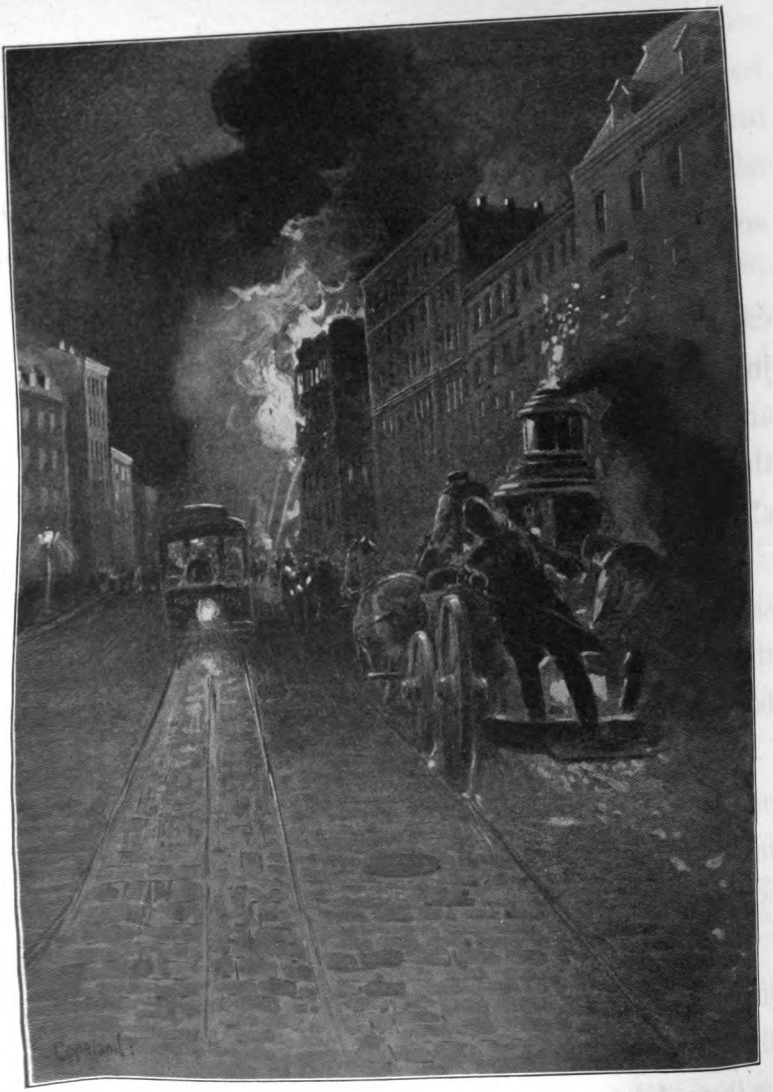

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Some of the men put long ladders against the building and climbed to the roof where the flames were coming through. Others carried out boxes filled with tea, coffee, and other things.

The boys saw two firemen turning the water on the next building. "They are afraid it will catch fire, too," said Henry. "It won't now," Leslie replied, "for they have almost put the fire out."

In a short time no more flames or smoke could be seen. The firemen rolled up the hose. The wagon and engines rattled off. "Let us go," said Henry; "there is nothing more to see."

whip	streams	flames	en'gine	rub'ber
smoke	shout'ing	rat'tled	fire'man	hose

A FIRE — II

In the evening as Henry sat studying his lessons he heard the fire engine again. "O father," he cried, "it 's another fire! May I go?"

"Yes," said his father; "get your coat and hat and come with me."

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In a moment they were hurrying down the street, following the engine and the crowds.

"Why," exclaimed Henry as the engine turned, "it 's the same place where the fire was this afternoon." It was not the same building, but it was the one next to it. A spark had fallen on the roof, and the water that the fire engine had thrown did not reach it.

The roof was already in flames. But the men had put up the ladders and were sending streams of water into the smoke and fire.

"See that fireman on the corner of the roof," said Henry. "The fire is all around him."

Other people had seen the same thing. "Get back, quick!" they shouted. "The roof is burning behind you."

But it was too late. The flames shot up higher than before. In a moment a part of the roof behind him had fallen in.

The fireman stood quiet at the corner. Beneath him was the high wall reaching up from the street far below. Behind were the flames and the opening made by the burning roof.

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"Bring a long ladder," cried the fire chief. It was brought, but it was too short to reach the top of the building. "Another!" he cried.

It seemed to the people in the street that the man must fall, so high and hot were the flames. "Quick with the ladder!" they cried.

In a moment it was there. In another the fireman had reached it and was on the ground in safety. But he escaped none too soon. With a great crash the corner where he had stood fell into the flames below.

"Father," said Henry as they were walking home, "I used to think I should like to be a fireman. But I have changed my mind."

same	lad'ders	chief	none
crash	changed	mind	spark
ex claimed'	flames	es caped'	o'pen ing

Seat Work: Write answers to these questions.

Why do firemen wear rubber coats?
How did the firemen reach the roof of the building?
What caused the second fire?
How was the fireman saved?
Why did Henry change his mind?

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LESSON 65

THE LANDING OF THE *MAYFLOWER*

Almost three hundred years ago a band of brave English men and women called Pilgrims left their homes to go to America. They wished to have a country of their own and a free government.

In the month of September they started for America. They sailed in a small boat called the *Mayflower*. It did not travel swiftly like the ships that cross the Atlantic to-day.

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When at last the Pilgrims reached a place in America where they could settle it was December. The weather was very cold. The ground was covered with ice and snow. There was little left on the boat to eat. On land there were no houses or towns. The only people near were Indians.

But the brave Pilgrims were not discouraged. They lived on the *Mayflower* until the men could cut down trees and build houses. Then they came on shore and began their life in the new country.

The men built a strong fort and around the town they put a high fence. This was to keep out the wild animals and the Indians.

Many of the Indians did not like the white men. They did not wish to have any strangers in the country. Sometimes the Indians crept into the towns and villages and killed the white settlers with bows and arrows.

Some of the Pilgrims acted as soldiers and stood on guard about the fort all the time. The others cut down trees, made roads, fished, hunted, and did all kinds of hard work. The women worked also, and even the little girls and boys were busy.

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It was a long, hard winter for all of them. The weather was cold and their food was poor. Many of them were ill and a large number died.

But by and by spring came. The sun shone, and the flowers, grass, and green leaves cheered these lonely people. They planted corn and vegetables, and prepared in every way for the winter.

Every year this band of men and women increased. Other people came over from England, wishing to make their home with the Pilgrims in the new country. Soon this became one of the strongest colonies in America. Some day you will read the history of the Pilgrim Fathers.

The rock where the Pilgrims landed may be seen to-day on the coast of Massachusetts. It is called Plymouth Rock, and is famous as the landing place of those men and women who made the first trip in the *Mayflower*.

guard	in creased′	col′o nies	set′tle
fort	land′ed	Pil′grims	spring
life	lone′ly	pre pared′	cheered
	gov′ern ment	dis cour′aged	

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LESSON 66

CAPTAIN MILES STANDISH AND THE INDIANS

Among the men who went to America in the *Mayflower* was Captain Miles Standish. He was a good man and a brave soldier. To him the Pilgrims gave the work of teaching the men to fight and to guard the town.

He was a stern, silent man, and the people obeyed him because they knew he was a wise general. Among those who died during the first hard winter was Captain Standish's wife, Rose, and he was left more silent and lonely than before.

The captain knew that the Indians did not like the white men, and that some time they would make war on the Pilgrims. All the time he was preparing his soldiers and getting ready guns and ammunition.

One day a soldier came and told Captain Standish that an Indian was outside the fort and wished to speak to him. "Bring him in," said the captain.

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A moment later a tall Indian came into the room. In his hair were long feathers, and his face was painted, as is the custom of the Indians when they go to battle. "I have come," he said, "with a message of war from my people to the white men."

Stepping forward, he gave to the captain the skin of a large snake filled with arrows. Captain Standish looked at the snake skin but said not a word. Pulling the arrows out, he threw them on the floor. He then filled the skin with powder and balls and handed it to the Indian.

"This is my answer to your message of war," he said. "Tell your people the white men are ready to fight."

When the Indians saw the powder and balls and heard the brave words of the captain they were afraid. They decided not to make war, and for some time the Pilgrims lived in safety.

stern	si'lent	o beyed'	pow'der
balls	paint'ed	bat'tle	mes'sage
de cid'ed		for'ward	snake

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LESSON 67

LANGUAGE EXERCISE

Based on Lessons 65 and 66

When and why did the Pilgrims go to America?

What was the name of their boat?

Describe their landing in America.

What work did they have to do as soon as they landed?

What did they do when spring came?

Tell what you know about Plymouth Rock.

How did the Indians declare war against the Pilgrims?

How did Captain Standish reply?

Use these expressions in sentences.

two years ago	at last	keep out
on guard	by and by	every year

By using the prefix *dis* form the opposites of the following words.

honest	agreeable	comfort
courteous	able	like

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LESSON 68

CACAO

The Spaniards brought the cacao plant from Mexico two hundred years ago. It grows in almost all the Philippine Islands, doing best where the ground is low and wet.

Some day perhaps the Filipinos will raise cacao to sell to other countries. But now little more than enough for their own use is produced.

People in many parts of the world use cacao. As this plant does not grow in cold countries the cacao must be taken there. Large quantities of the beans are shipped every year from Mexico and also from South America. They are sent to factories in America and Europe. There a part of the oil is taken out, the husks are removed, and the beans are ground into powder. This powder is sent all over the world to people who like to drink chocolate or to make candy of it.

Vicente likes a cup of chocolate every morning with his breakfast. He does not go to the store and buy the cacao. His mother always has a

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large basket of the beans in the house. She has many cacao bushes growing in the yard. When the fruit is ripe she pulls it. She cuts it open and takes out the large seeds. These she cooks in a covered pan, just as you do peanuts, and takes off the husks.

Vicente often helps his mother prepare the cacao. He puts the beans on a large stone which is flat like a board. Then he takes a heavy roller and rolls them until they become a fine powder.

His mother mixes this powder with dark sugar and rolls it into little round balls. They are then ready to make into chocolate for breakfast.

ca ca′o	oil	pea′nuts
fac′to ries	pan	pre pare′
choc′o late	beans	shipped
quan′ti ties	husks	re moved′
pro duced′	can′dy	cov′ered
	mix′es	

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LESSON 69

MEXICO

In the southern part of the North American continent is a large country called Mexico. The climate is warm and there are heavy rains much like those you have in the Philippine Islands.

Mexico has high mountains and broad rich valleys. In these valleys are raised bananas, pineapples, mangoes, and many other fine fruits. Both

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cacao and coffee grow in Mexico, and every year large quantities of all these things are shipped to other countries.

The native Mexicans are Indians, but they are not like the Indians of the United States. They are smaller, their skin is not so dark, and they are quiet and gentle in their manners.

For almost three hundred years Spain ruled Mexico. In 1519 a Spanish captain went there with a band of soldiers. After many battles with the natives he took the country in the name of the king of Spain.

When the Spanish soldiers went into Mexico they were surprised to find large cities and beautiful buildings. Many of these buildings were decorated with gold and silver, for both of these metals are found in Mexico. There were also statues which were made of gold and silver. Flowers were growing in the gardens, and the people knew how to make their homes beautiful in many ways.

You remember that about the same time the Spanish took possession of the Philippine Islands.

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These islands were then ruled not from Spain but through the Spanish officials in Mexico. In this way a large trade grew up between Mexico and the Philippines. Every year ships, called royal galleons, were sent from Manila, carrying Philippine products to Mexico. When the galleons returned they brought back money and goods to Manila.

In 1810 the Mexicans rose against the Spanish government. The trouble continued for almost ten years. In 1820 Spain gave up her possessions in Mexico and that country became a republic.

dec'o rat ed	pos ses'sion	ruled
of fi'cials	through	trade
roy'al	gal'le ons	prod'ucts
trou'ble	con tin'ued	re pub'lic

Seat Work: Find these words in the lesson, and for each give another which means the same thing: broad, beautiful, ruled, officials, carry.

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LESSON 70

A VOYAGE ON A ROYAL GALLEON

During the time when the royal galleons made yearly voyages from the Philippines to Mexico there lived in Manila a sailor by the name of José Ocampo. He was known among the Filipinos and Spaniards as a wise seaman, and for many years was sent with one of the galleons as a pilot.

José had one son, — a little boy called Benito. Benito loved the sea as much as his father did, and often begged to be taken on the voyage to Mexico.

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"When you are older," his father said to him year after year, "you may go with me."

At last when the boy was twelve years old the captain gave José permission to take his son with him.

Benito was a small, delicate boy, but he was quick to learn and polite in his manners. During the long voyage he became a favorite with the Spanish officers. He learned to speak their language well. They taught him many things and told him about the country to which he was going.

When the galleon reached Mexico the men on board were busy unloading the ship and taking on a new cargo to carry back to Manila.

But Benito's father was the pilot. He did not have work to do while they were in the harbor. He took Benito to see many things in the strange country.

They made a journey through the mountains to a beautiful old town called the City of Mexico. It lay far above the level of the sea, and the air was cool and pleasant. Benito thought he should

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like to stay there. But his father said they must go back to the galleon, which would soon be sailing on the return voyage.

"You will bring me with you every year now, won't you, father?" asked Benito. "Then I can learn the way and some day be a good pilot like you."

"Yes, I hope you will make a good pilot and a wise seaman," answered his father. "But perhaps some day you may serve your country better than as a pilot on a royal galleon."

So they started on their voyage back to Manila. But in those days all ships did not reach their own country in safety. For many years there had been war between Spain and a people called the Dutch, who live in Holland. Sometimes the Dutch war ships captured the galleons as they made their return trip to Manila loaded with money and rich goods.

Not many days after the galleon had left Mexico a Dutch vessel was seen far off at sea coming rapidly toward her. All knew what that meant. She was a larger boat than the galleon

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and better armed. She could easily make the men prisoners, seize the goods, and destroy the ship.

Every man on board took his arms and waited for the Dutch to approach. But Benito's father stayed in his place. "I must send the ship on her way till she sinks," he said. "But you may go to the officers, Benito; they will care for you better than I can."

"No, I will stay with you, father," said Benito. "I must learn to be a pilot, too, you know."

When the galleon sank, the Spanish captain, a prisoner on the Dutch ship, saw the big waves sweep the father and son from the pilot house. "They are going down together," he said. "I wish I were with them. I should like to die in the company of two brave men."

per mis'sion	Dutch	begged	to geth'er
un load'ing	goods	seized	fa'vor ite
lan'guage	pi'lot	roy'al	man'ners
cap'tured	serve	lev'el	of'fi cers

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LESSON 71

BIRDIE AND BABY

What does little birdie say,
In her nest at peep of day?
"Let me fly," says little birdie,
"Mother, let me fly away."

"Birdie, rest a little longer,
Till the little wings are stronger."
So she rests a little longer,
Then she flies away.

What does little baby say,
In her bed at peep of day?
Baby says, like little birdie,
"Let me rise and fly away."

"Baby, sleep a little longer,
Till the little limbs are stronger."
If she sleeps a little longer,
Baby too may fly away.

ALFRED TENNYSON.

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LESSON 72

WILLIAM TELL — I

Switzerland is one of the most beautiful countries of Europe. It has lakes, rocks, valleys, and high mountains. Travelers go from all the world to see them.

The people of Switzerland have always loved freedom. They never wished to have a king or a ruler except from their own people.

Long, long ago the king of another country sent a man named Gessler into Switzerland. Gessler was to rule the people and hold them subject to his king.

Gessler was a very cruel man. He was unkind to the people and wished to take all their freedom from them.

In the market place of a certain town he set up a tall pole. On top of the pole he put a hat. "This," he said, "is the sign of the king. Every man who passes must uncover his head and bow to the king's hat."

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One day William Tell, a very brave man, and his little son came into the market place. He walked by the hat and did not bow to it.

The king's soldiers seized him and took him to Gessler. "Why did you not bow before the king's hat?" asked Gessler. "Your king is not my king," answered Tell. "I will not bow before him or his hat."

"Very well," replied Gessler; "you shall die. But wait," he said. "I hear you shoot well with the bow. I will put an apple on your son's head. If you can stand one hundred paces from him and shoot the apple from his head, you shall be free. But if you miss the apple, both you and your son shall die."

"I will die first," said Tell. "I will not shoot at the apple. I might kill my son."

"O father!" cried the little boy; "you must shoot. You will not miss the apple. I am not afraid. I know you will not hit me."

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WILLIAM TELL — II

They placed the boy a hundred paces from his father, with the apple on his head. Tell took the great bow from his shoulder and chose an arrow. He waited a moment to stop the trembling of his hand. Then he drew the bow. The arrow flew straight from the string. It cut in two pieces the apple on the boy's head.

With a cry of joy Tell's son ran to him. "I knew you could do it, father," he cried. "No other man in all Switzerland shoots so well."

Even the cruel Gessler smiled. "But what is your second arrow for?" he asked.

"To shoot you, had I killed my son," was the answer.

cru'el	rul'er	sub'ject	free'dom
pole	chose	miss	pa'ces
un cov'er	string	cer'tain	joy
Swit'zer land		trem'bling	

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LESSON 73

ALEXANDER AND BUCEPHALUS — I

The country of Macedon was once ruled by a king called Philip. This king was also a great general, and his army was one of the finest in the world.

King Philip had a son whose name was Alexander. He was brave and strong like his father. He also loved war. When he was a young boy he watched the soldiers marching and learned what his father taught them.

Alexander was very fond of horses. He could ride any horse, however wild, and had no fear of danger. When he rode through the streets people smiled and said: "He is a brave boy; he will be a still greater soldier than his father."

One day there came to the court of King Philip a stranger, bringing a beautiful black horse to sell. He was a fine strong animal and the king wished to buy him. But he was so wild that neither the owner nor any one of the king's men could mount him.

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"Take him away," said the king; "you ask too high a price for a horse that no one can ride."

"Wait a moment, father," said Alexander; "I can ride him."

Without another word he sprang on the horse, spoke to him, and rode away. To the surprise of all the animal neither ran nor jumped. He seemed to know that Alexander was his master, and obeyed him at once.

King Philip shed tears of joy. "The people are right, my son," he said; "you will be a greater king than your father. Even dumb animals know your will and obey you."

ALEXANDER AND BUCEPHALUS — II

Years passed by and the young Alexander became a great general. He went with his army from country to country. Kings and princes yielded to him. Nation after nation came under his power. The whole world feared him and called him Alexander the Great.

Wherever he went his horse went with him. In every battle Alexander rode Bucephalus. When

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the horse was killed Alex
had lost a friend. Near
city. This city he called
of the horse that had ne
except Alexander the Grea

sur prise′ court
Mac′e don yield′ed
na′tion shed

LESSON

LANGUAGE E

Based on Lessons

Tell what you know abou
zerland.

Why did the soldiers tal
Gessler?

What did Gessler require

Describe the horse brougl
Philip.

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What did the king's son say? What did he do?

What did Alexander do when he became a man?

What did Alexander build near the grave of Bucephalus.

LESSON 75

A LETTER

ILOÍLO, P.I., April 5, 1904.

Dear Father:

When I arrived at Iloílo yesterday Constancio was at the wharf to meet me. He was the first person I saw when I landed.

His Uncle Fernando was with him, and as it was almost dark we went at once to his home.

I am writing this letter to tell you that Constancio's uncle will give me a place in his store. I can work all summer if you will let me stay.

Please let me know as soon as possible what you think of this. I should like to stay if you are willing.

Your loving son,

FORTUNATO DE LEÓN.

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LESSON 76

A LETTER

MANILA, P.I., April 15, 1904.

Dear Son:

I was glad to hear that you arrived in Iloilo safely. Your mother and I are willing for you to spend the summer there, if you can live in the house with your friends. You must be a good boy and work hard for Mr. Gonzales. He is a fine business man and you can learn much from him.

Of course I expect that you will return to Manila in time to enter school on the first day of the session.

Cousin Miguel was here last week and was sorry not to see you. He was on his way to Malolos.

Be sure to write to us often, and tell us how you like Iloílo and your work there.

Your affectionate father,

PASTOR DE LEÓN.

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LESSON 77

A GREAT EARTHQUAKE

There are few people in the Philippine Islands who have never felt an earthquake, as they occur at times in all parts of the country.

You remember how frightened you always feel when your house begins to move back and forth, and the walls shake and groan.

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Perhaps you run out of doors; but it is little better there. The ground trembles under your feet and the streets are filled with people as frightened as yourself.

But not many of you have ever felt an earthquake so severe as the one which visited Manila and other parts of Luzón in 1863.

This earthquake did not pass away in a few seconds. Shock after shock came. The brick and stone walls of the houses began to break. Then they fell to the ground with a crash. Large churches and buildings were destroyed in a moment. In some places the ground cracked, and near the sea the water came up through the openings.

Many were killed in their houses. Others ran into the streets and were killed by the falling walls. Thousands were without homes or anything to eat.

Almost the entire city of Manila was destroyed. Some of the nipa houses stood, but only two or three stone buildings were left in the city. One of these was the church of Saint Augustine.

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This church, the great wall, and a few houses remained.

Months of hard work and much money were needed to rebuild the city. But at last it was done, and to-day there are only a few places where one can see any signs of the great earthquake of 1863.

shake	oc cur′	forth	shock
groan	se vere′	cracked	en tire′
brick	crash	re build′	signs
thou′sands	re mained′	earth′quake	

Use the prefix *un* and form words opposite in meaning to the following:

kind	comfortable	truthful
happy	able	grateful

Add the suffix *less* to the following words and explain the meaning of the words thus formed:

hope	faith	heart	cheer
child	thank	home	friend

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LESSON 78

A STORY OF THE EARTHQUAKE — I

At the time of the earthquake there lived in Calle Iris in Manila, with his wife and baby, a Filipino named Emiliano Billote.

The baby was a pretty little girl. Her skin was fair, her eyes were large and black, and her hair curled about her neck and ears. Emiliano and his wife were very proud of Carmencita, as they called her. They bought rings for her little white fingers and pretty ribbons for her hair. They dressed her better than any other child in the house where they lived.

When Emiliano went away to his work in the morning his wife held the baby up to the heavy iron grating which covered the windows. Carmencita thrust her little arms between the bars, laughing and waving good-bye to her father.

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A STORY OF THE EARTHQUAKE — II

And then came the earthquake. Calle Iris was left a wreck. Churches and houses were overthrown. The street was filled with the ruins of homes and buildings. Not a person could be seen. Men, women, and children had fled to the fields to escape the falling stones and timbers.

The next day there passed through Calle Iris a man who had lost home, family, and friends in the earthquake. He was very sad and walked slowly along with bowed head and hands crossed behind him.

Suddenly close to the street he heard a child's laugh. There among the ruins of a large stone house sat a baby girl. Her skin was fair, her eyes were large and black, and her hair curled about her neck and ears. In her little hands, covered with rings, she held a large banana which she was eating.

When the man stopped to look at the child she laughed again, dropped the banana, and held out her hands.

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The stranger raised her in his arms and carried her away with him. For many weeks he tried to find her parents. But the baby could not tell who she was and no one else knew anything about her.

"I shall keep you as my child," said the good man. "I have lost my home, my wife, and my children, but the earthquake has brought me something."

So the little girl grew up in a new home with a new father. She played and went to school, and was happy like other little girls. People called her Filomena Favila. She never knew that she had once been Carmencita Billote and had lived in a large stone house in Calle Iris. Nor did she remember that she had had a mother who held her up to the iron bars to laugh and wave good-bye to her father when he went to work in the morning.

wav'ing	wreck	grat'ing	thrust
bowed	ru'ins	par'ents	tim'ber
o ver thrown'		crossed	

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LESSON 79

A TIDAL WAVE—I

An earthquake on land is terrible. But one which comes under the sea is worse.

When the land under the sea trembles and shakes it sets a great wave in motion which grows higher and higher as it travels toward the shore. Sometimes this wave is as high as the tallest building you have ever seen.

Such a wave is called a tidal wave. It often drives large ships upon the shore and wrecks them. It sometimes sweeps over the land, ruining harvests, destroying houses, and drowning people.

Japan is a country of many earthquakes. In some parts of the country there is an earthquake almost every day in the year. Tidal waves often accompany these. A few years ago a tidal wave swept the coast of northern Japan. It washed away towns and villages and killed twenty-seven thousand people. The water rushed over the fields and destroyed everything in its path.

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A TIDAL WAVE—II

Almost in the center of a small town on the coast of northern Japan rises a high hill. On this hill, centuries ago, the people built a beautiful temple of cedar wood. In front of the temple they placed two lamps on great pillars of stone. The light of these lamps shone down into the city and guided the people to the temple.

There were more than a hundred wide stone steps leading up from the foot of the hill. At the top of the steps, before the temple, there hung a large bell. The bell was rung morning and evening. It could be heard all over the town calling the people to prayer.

Years passed and never had the bell failed to ring at the usual hours, nor had it ever rung at any other time than the hours when the people should come to the temple to pray.

But one day about noon the whole town was startled by the sound of the old bell. Faster, louder, longer it rang than ever before. People rushed from their houses. "The temple bell!"

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they cried. "What can have happened?" Men, women, and children ran to the hill and up the great steps.

There stood the gray-haired keeper of the temple still pulling the long bell rope. "What is the matter?" the people cried.

For an answer the old man pointed far out at sea. There they saw a great tidal wave rolling toward the shore.

Then the people understood. Those who were the last to arrive had scarcely reached the top of the hill when the great wave swept over houses and fields.

The old bell and its keeper had saved the lives of the people.

worse	mo′tion	tid′al	sound
pray	ce′dar	tem′ple	pray′er
failed	start′led	guid′ed	steps
		drown′ing	

Seat Work: Find the following expressions in the lesson, and for each give a single word which means the same thing: travels toward, in front of, all over, rolling toward.

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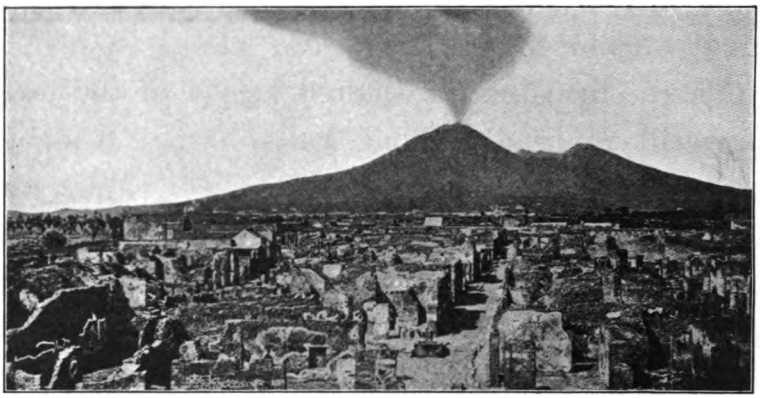
LESSON 80



POMPEII

Many centuries ago there was in Italy a town called Pompeii, lying between a tall, dark mountain and the sea.

It was a beautiful city with smooth, wide streets and quaint houses of many colors. Trees and flowers grew everywhere, and little streams flowing down from the mountains kept the air fresh and cool.

One morning more than eighteen hundred years ago the sun rose bright and warm. The streets of Pompeii were filled with people, some working,

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others riding in fine carriages, and boys and girls playing or going to school.

Suddenly a loud noise like the firing of many guns was heard. A shout rose from the people. "The mountain! the mountain!" they cried.

From the tall, dark mountain behind the city came a great cloud of smoke and ashes. In a moment the sky was obscured. The people could not find their way in the streets. Searching for their homes they fell to the ground blinded by the ashes and smothered by the steam and gases.

Louder and louder grew the roar from the mountain. A rain of stones and sand fell over the city. A river of melted rock flowed over the streets and houses. All was darkness except for the light of the flames and the red-hot stones. The town and the wide plain at the foot of the mountain were entirely buried.

At last the smoke ceased to rise, the ashes settled, and the sun shone once more. But where the beautiful city of Pompeii had been was now a great field of bare, brown rocks and hardened mud.

Hundreds of years passed. Another town rose

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close to the sea, at the foot of the mountain. People had forgotten the terrible days when smoke and ashes had covered everything. They had even forgotten that a town had lain in the low valley.

One day a poor farmer was digging a well. His shovel struck something hard. Digging deeper he found a statue. Large numbers of men were put to work by the Italian government. Streets and houses were uncovered; gardens, baths, and fine buildings were laid bare.

Men knew that they had discovered the beautiful city of Pompeii which had been buried so many centuries before by the volcano Vesuvius.

Now many travelers visit Pompeii every year and walk through the streets of the dead city. They see schools and temples and houses where thousands of people once lived and worked just as we do to-day.

melt′ed	gas′es	bare	ash′es
ob scured′	quaint	fresh	roar
cen′tu ries	red′-hot	en tire′ly	shov′el
smoth′ered	vol ca′no	ter′ri ble	ceased

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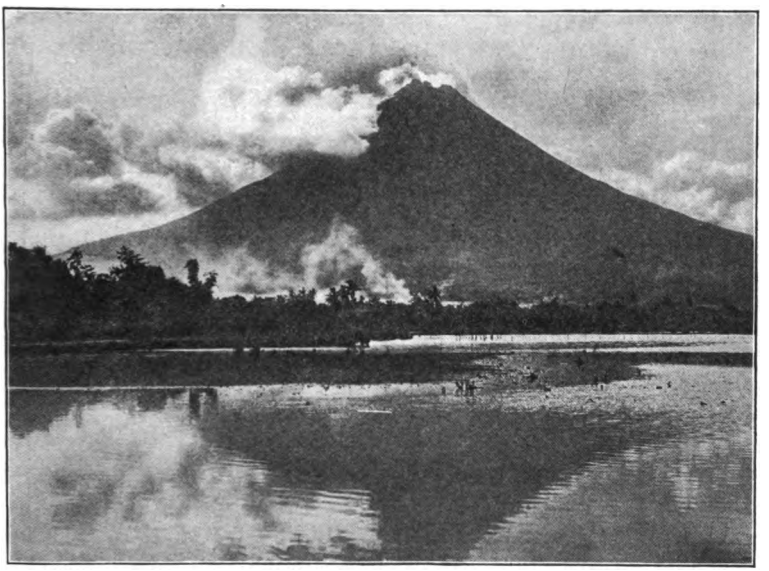
LESSON 81



VOLCANOES OF THE PHILIPPINES

There are in the Philippine Islands two famous volcanoes which are somewhat active to-day.

One of these, Mayón, is in southern Luzón, and is numbered among the most beautiful mountains of the world. In shape it is almost a perfect cone, a light steam or smoke arising from the top. This mountain can often be seen by people on ships far out at sea.

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Taal has been the most destructive of the Philippine volcanoes. It rises from the center of Lake Bombon, and has an opening or crater in its top more than a mile wide.

This crater was formed almost one hundred and fifty years ago. A loud roaring sound was heard, and smoke, ashes, and fire were seen coming from the mountain. The entire top of the old crater was torn off, leaving this great opening.

A stream of melted stone and rock called lava rolled down the mountain, destroying fields and small towns.

The smoke and ashes obscured the light of the sun. Heavy winds with rain and lightning followed. The waters of Lake Bombon flooded the town of Taal. The people who were not killed by the gases, falling stones, or the water from the lake left their homes never to return.

The disturbance of this volcano lasted six months. When at last it was quiet once more the country near by was seen to be almost ruined. The towns had been destroyed and the fields were covered with mud and lava.

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All this was many years ago. To-day there are new towns built up about Lake Bombon, and the fields again produce good crops of rice and sugar.

People live happily near the great volcano and seem to see no danger in the steam and vapors which yet rise from its crater.

some′what	shape	cone	per′fect
de struc′tive	cra′ter	la′va	ac′tive
dis turb′ance	va′pors	crop	pro duce′
light′ning	de stroy′ing	flood′ed	

Use the following expressions in sentences.

tear off	once more	near by
pass by	in a moment	fill with

Define the following words.

ashes	disturbance	flood
cone	destructive	center

Using the prefix *re*, form other words from the following and give their meaning.

pay turn fill cover gain place

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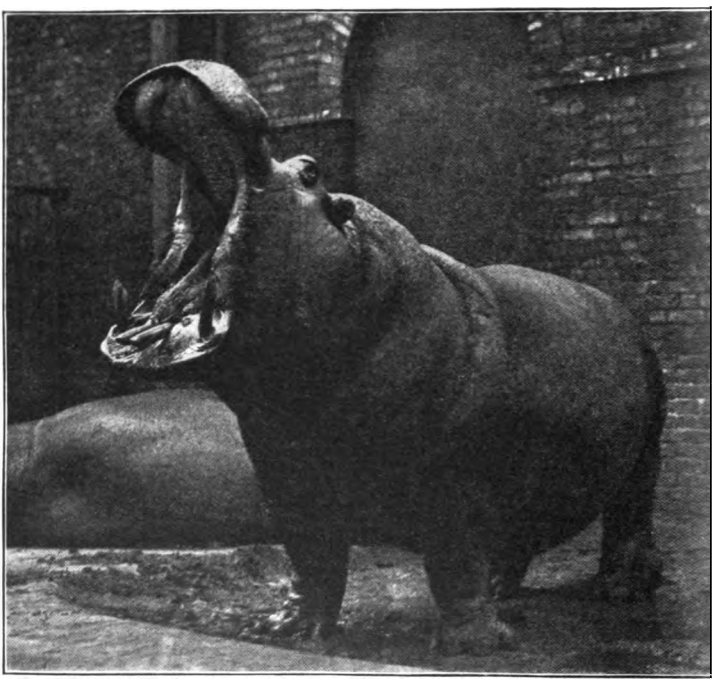
LESSON 82



THE HIPPOPOTAMUS

This big animal does not look much lik horse, does it? But it has a long name wh means a river horse. It is the hippopotamu

The hippopotamus lives in Africa. It is la than the carabao and almost as large as

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elephant, but not so tall. It is a very ugly animal. Its skin is black and coarse and its legs look too short for its body.

The hippopotamus lives about rivers and in swamps. It can stay under water a long time. Often when men hunt it, it hides in the water.

Men row in small boats and shoot the hippopotamus or strike it with heavy spears. The skin on the sides and back is very thick. Hunters try to shoot it in the head or shoulders.

This animal eats grass and grains. Large numbers of them go together at night into the woods and fields. In a short time they can destroy all the grain in a large field.

For this reason the people in Africa try to kill the hippopotamus. They often dig large holes in the ground and it falls into them at night. When found it will fight fiercely.

means	coarse	rea′son	holes
swamps	Af′ri ca	spear	ug′ly
shoul′ders		fierce′ly	

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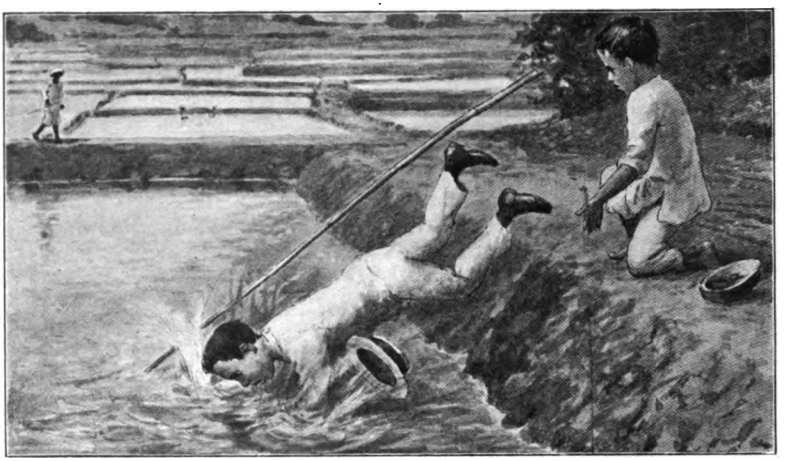
LESSON 83



GREGORIO'S FALL

It was early in the month of September and the rice paddies were full of water. Every afternoon little Genaro Villamil took his bamboo pole and went to the paddy to fish.

The road had been built up high and on each side of it were large fields. Genaro found a good place to stand and threw his line into the paddy. Sometimes he did not catch any fish at all; but at other times he went home with eight or ten strung on a piece of vine.

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One afternoon as Genaro stood on the roadside fishing, his neighbor, Gregorio Santos, came by. Gregorio was a big boy who did not work or go to school. He wore white clothes and good shoes every day and thought that he knew much more than poor little boys like Genaro.

"Have you caught any fish this afternoon?" Gregorio asked as he came up.

"Only one," said Genaro.

"You don't know how to fish," said Gregorio.

"Oh, yes, I do," answered Genaro. "Some days I catch many."

"Let me show you," said Gregorio; "I know how better than you do."

He took the pole from Genaro's hands and threw the line into the paddy. The boys waited a few moments, but the fish did not bite. "I know what's the matter," said Gregorio; "the hook needs a fresh bait."

He found a small piece of meat in the cocoanut shell on the ground and put it on the hook. Leaning far out from the high road, he threw the line with a hard jerk into the paddy.

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Gregorio had not noticed that he stood on the very edge of the road, which was wet and slippery from the long rains. With his shoes on he could not stand so firmly. As he threw the line into the paddy his feet slipped and he went head first into the muddy water.

The water was not very deep, but when he jumped to his feet and climbed upon the road he was a funny-looking boy. His hat was gone, his clothes were wet and muddy, and the water was running in streams from his face and hair.

Genaro did not laugh. He picked up his pole and the cocoanut shell with the meat in it. "You have scared away all the fish," he said. "I am going home now. But if you will come back to-morrow, I will show you how to catch fish."

jerk	fun'ny	bait	clothes
firm'ly	no'ticed	hook	slipped
pad'dies	slip'per y	scared	lean'ing
streams		aft'er noon'	

Seat Work: Find the following expressions in the lesson, and for each give a single word meaning the same thing: came by, came up, jumped to his feet, running in streams.

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LESSON 84

RAFAEL AND CLAUDIA

At the time when the great eruption of the Taal volcano occurred, there lived in the town of Taal an old man named Rafael Casson with his wife Claudia.

As the smoke and ashes began to rise from the mountain many people went from the town into the fields far away, taking their carabaos and rice with them.

But Rafael and Claudia were not willing to leave their little home near the lake. "I have seen as much before," said Rafael, "and it has never done any harm to the town. We will not go yet."

After a time darkness began to settle over the country, and the ashes and stones fell more thickly. "We must go at once!" cried Rafael. "Soon we shall not be able to find our way."

So the old people hurried away, leaving their home, their carabaos, and all the rice remaining from the last harvest.

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With many other people of the town they journeyed a long distance from the mountain, to a place where the sun shone faintly and the stones and ashes did not fall. Their friends gave them food and let them ride in their carts.

Rafael and Claudia had an only son in Manila. When he heard of the eruption of Taal he set out at once to save his father and mother. After a long search he found them with their friends in a small town about thirty miles from the mountain.

A few days later he took them to his home in Manila to live. In the months that followed, the darkness caused by the volcano reached even there, and the people burned candles all day.

During this time Rafael and Claudia thought of the town of Taal only with fear and horror. But when the darkness had cleared away and the mountain was quiet they began to long for their old home and planned to return.

"You never can return to Taal," their son said to them day after day. "The town is destroyed and the fields are ruined. You have no home and no friends there."

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But the old people could not believe it. They saw in their minds the place as they had left it, — the beautiful lake, the dark mountain against the blue sky, and the green fields of rice and sugar cane.

"Now the men and boys are cutting the rice," Rafael would say to Claudia; or, "It will soon be time to cut the cane." "Yes, and the women are weaving cloth," Claudia would reply. "I can almost hear the sound of the loom."

The son saw how sad his parents were, and decided to take them to visit Taal. They made the trip in a covered cart drawn by a carabao, stopping often to rest by the way, as the old people had become very feeble.

But they were happy once more. They talked and laughed like children, planning what they should do when they reached their home.

As they drew near Taal mud and lava could be seen on the fields. They passed a low hill at the foot of which had been a pretty village. Now only heaps of stones and pieces of bamboo marked the place.

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The happy talk and laughter of Rafael and Claudia had ceased. They looked around them with wonder and sorrow.

Slowly the cart went on until it reached the spot where the town of Taal had stood. There they saw only a field covered with hardened lava. Not a house, not a tree remained. They could not even tell where their own home had been.

The poor old couple gazed about the place in silence. They were thinking of happy homes and ripe crops, of children playing in the streets, and of carabaos feeding in green fields. But of all this they said not a word.

Then the old man looked at his wife. "Come, let us go," he said. Slowly they turned and went back to their son, who sat in the cart waiting for them.

e rup'tion	dis'tance	faint'ly	hor'ror
cleared	weav'ing	looms	gazed
heaps	sor'row	won'der	spot
	hard'ened	de cid'ed	

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LESSON 85

A LETTER

MANILA, P.I.,
March 29, 1904.

Dear Cousin Felipa:

I thought perhaps you would like a picture of our school. I am sending you one which was taken last week.

Our teacher, Miss Crowell, has just left us to return to America. She has been in the Philippines for nearly three years. We all like her very much and were sorry to see her go. Some of us cried when we said good-bye to her yesterday morning.

Miss Crowell wished to have a picture of the schoolhouse and all her pupils. So we had this one taken. We asked her to sit with us because we wanted a picture of her.

She says she will write to us when she reaches America, but it will be time for school to begin again before we get the letter, as it takes so long for a ship to cross the Pacific Ocean.

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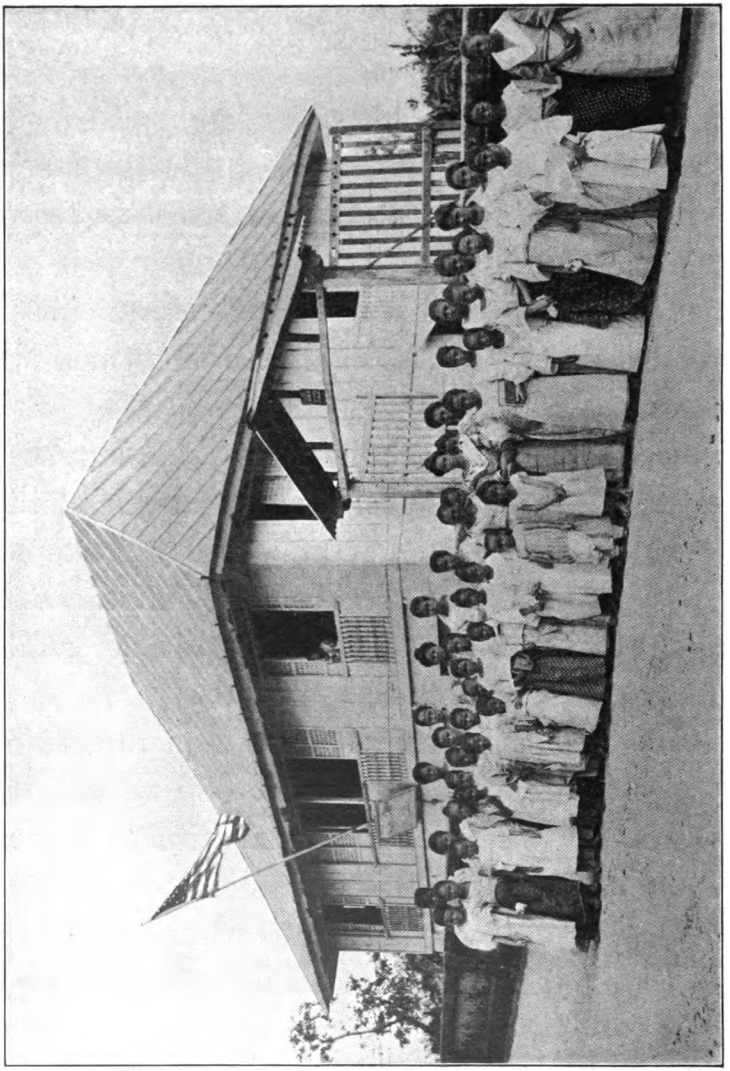

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I wish I could go to America on one of those large steamers. There are wide decks and comfortable rooms. I know that I should have a good time, because I love the sea.

Next year we shall have a new American teacher, but I don't think we shall like her so well as we do Miss Crowell, because she will be strange to us.

During this vacation mother will take me to San Fernando, Union, to make a visit. Have you ever been there? It is on the seashore, you know, and mother says I may go sailing every day.

Has Gracia come back from Aparri? She said that she would write to me, but I have not yet heard from her.

Let me know if you receive the picture and how you like it. Mother sends her love to you.

Your cousin,

PEPITA GARCÍA.

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LESSON 86

LANGUAGE EXERCISE

Based on Lessons 80 and 81

Name two famous volcanoes of the Philippines and tell which has been the more destructive.

Tell how and when the present crater of Taal was formed.

Describe the destruction of the town of Taal and of the surrounding country.

What volcano destroyed Pompeii? Where was Pompeii?

Describe Pompeii before its destruction.

How was the buried city discovered?

Name some of the things which travelers see in the buried city.

Define the following words.

quaint	lava	smothered
settled	buried	discovered
famous	active	obscured
crater	ruined	produce

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LESSON 87

THE LADRONE ISLANDS

You have read that before Magellan reached the Philippines he discovered a small group of islands lying far out in the Pacific Ocean. To these islands he gave the name Islas de las Velas Latinas, but later he called them the Ladrones, and so they are known to-day.

The Ladrone Islands lie about fifteen hundred miles east of the Philippines. Guam is the largest of the group; but you would not think it very large if you could see it beside Luzón, Mindanao, or many other of the Philippine Islands. It is only thirty miles long, and from three to nine miles wide.

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For many years Spain owned the Ladrone Islands, but in 1898 she ceded Guam to the United States and sold the remainder of the group to Germany.

The people of the Ladrone Islands are small and dark. They are said to be descendants of people who went there long ago from the Philippines.

They are not very industrious and work only enough to get food and a little clothing. Their small houses are made of bamboo, palm leaves being used for the roof. There are few large buildings of any kind.

Rice, sugar, cacao, and corn are raised in small quantities. Banana plants and cocoanut trees grow wild.

Agaña, on the island of Guam, is the largest town of the Ladrones, having about eight thousand inhabitants. Here are the government offices, a few good houses, and other buildings. The United States has established a public school in Agaña.

group ced'ed re main'der de scend'ants

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LESSON 88

THE GENERAL'S VISIT

At the beginning of the Spanish-American War in the Philippines an American general and his regiment were marching in a province in northern Luzón.

The line of march took them through one of the small towns. When they entered the town the general was surprised to see the streets empty and the houses deserted.

Not a person could be seen except one old man. He stood at the side of the road neatly dressed in a suit of white, with his hat in his hand. "Welcome to our town, General!" he cried in good English. The general was astonished.

"Who are you," he asked, "who speak English so well? And where are the people of your town?"

"I am Emilio Hidalgo, at your service, sir," answered the old man. "Long ago I lived in America many years. When the people of this town heard that the Americans were coming they were afraid and ran off to the mountains.

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I begged them not to go, but they would not listen to me. I knew the Americans and told the people you would do them no harm."

The general was much pleased. "Go to the mountains," he said, "and tell the people to return to the town. I have come as a friend and do not wish to fight with them. Take this money and buy some food. To-night we shall have a feast."

So the old man went to the mountains and brought back the people. That night there was a great feast on the plaza. Americans and Filipinos ate together and became friends.

No other person was so happy as Emilio Hidalgo. He went among the people, laughing and talking, and repeating again and again what the general had said.

"Come, Don Emilio," said the general; "I wish you would tell me how you went to America and what you did there."

"I don't speak English so well as I once did, sir," Emilio said; "but you will remember that I am an old man and will excuse my mistakes.

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"When I was a boy fourteen years old I went to Manila. There I found work on a Spanish sailboat which brought sugar and hemp up from Iloílo.

"After I had worked for the captain about a year he told me that the boat would soon take a cargo to America, and asked if I should like to go.

"I told him that I should. The following month we started, and after a long voyage sailed into the harbor of Boston, Massachusetts.

"There I often talked with an American, Mr. Sturgis, who bought the cargo. When the boat left for Manila I stayed with him.

"He was a kind, good man. He took me to his own house to live. I went to school, and in the morning and evening helped him with his work at the dock. After three years I could speak and write English well. Then I did not go to school any more, but worked at the dock all day. Mr. Sturgis paid me good wages.

"I liked America and my kind friends there, but I began to long to see my own country and my father and mother.

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"Twelve years after I had left home I boarded a sailing vessel going to Manila. I took with me the money I had saved in America. When I came back to my town I bought a farm and three carabaos. Here I have lived for many years. You and your soldiers are the first Americans I have seen since I returned to this province."

"And you are the first Filipino I have seen who could speak English," said the general. "You have done me a good service with the people of your town. I wish you to take this that you may remember the day."

So saying the general put in Emilio's hands a large silk American flag.

Now Emilio meets many people who can speak English. He likes to take them to his house to see the flag hanging on the wall, and to tell them about the general's visit.

reg'i ment	de sert'ed	emp'ty	neat'ly
wel'come	wa'ges	serv'ice	feast
dock	mis takes'	ex cuse'	car'go
as ton'ished		re peat'ing	

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VOCABULARY

ac com′plished
a′corn
ac′tive
aft′er wards
a gainst′
a live′
a mong′
an′ger
an′swer
a part′
ar′mor
ar′row-mak′er
a shamed′
ash′es
as ton′ish
at tack′
at ten′tion
au′tumn
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light'ning
light'house
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loom
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low
low'er

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po lite'
po lite'ness
poor
pos ses'sion
pot
pound
pow'der
pow'er
pow'er ful
pray
prayer
pre pare'
press
price
pris'on
pris'on er
pro duce'
prod'uct

quaint
quan'ti ty
quar'rel some
qui'et

rab'bit
rail
rail'road
range
rap'id ly
rat'tle
rea'son
re build'
rec i ta'tion
re cite'
reg'i ment
rein'deer
re main'
re main'der
re mem'ber
re move'
re peat'
re ply'
re pub'lic
rest
re treat'
re turn'
rib'bon
rich'es

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rip′en
roar
rock
roll′er
roost′er
root
rough
row
roy′al
rub′ber
ruin

sad′ness
safe′ly
salt
sav′age
scarce′ly
scratch
scream
sea
sea′man
se′cret
seize
sel′dom
serve
serv′ice
set′tle
se vere′
sew
shade
shake
shape
shark
shed
sheep
shell
shock
shoul′der
shout
shov′el
sign
si′lent
skirt
slate
sleep′er
sleep′y
slen′der
slip
slip′per y
smoke
smoth′er
sol′id
some′times
some′what
sore
sor′row
sound
spark
spear
spot
spring
squir′rel
stain
stairs
star′tle
state
sta′tion
steam
steam′boat
steam′er
steel
stem
step
stiff
stove
strait
stran′ger
straw
stream
strength
stretch
strike
string
stripe
sub′ject
sud′den ly
su′gar
sup pose′
sure
sur′face
sur prise′
swal′low
swamp
sweep
swift
swol′len

tame
tax
tear
tem′ple
tent
ter′ri ble
thick′ly
thirst′y
thou′sand
through
thrust
tick′et
tid′al
ti′ger
tim′ber
tim′id
ti′ny
to bac′co
toss
trade
tram′pled
trav′el
trav′el er

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trem′ble
tribe
trip
trou′ble
tube
twice

ug′ly
un cov′er
un der stand′
un hap′py
un just′
un known′
un lock′
un roll′
up′per
up′stairs

va ca′tion
val′en tine
val′ley
va′por
vel′vet
vil′lage
vol ca′no
voy′age

wa′ges
wave
weak
wealth
weave
weep
wel′come
west′ern
wheat
whip
whis′tle
wide
wife
wise
wolf
won′der
won′der ful
world
worn
worse
wov′en
wrap
wreck
wrin′kle
wrong

yield

ze′bra

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